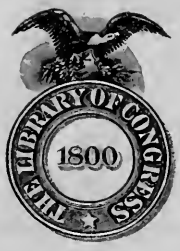
PROCEEDINGS OF THE
FIFTH CONFERENCE FOR
EDUCATION IN THE SOUTH



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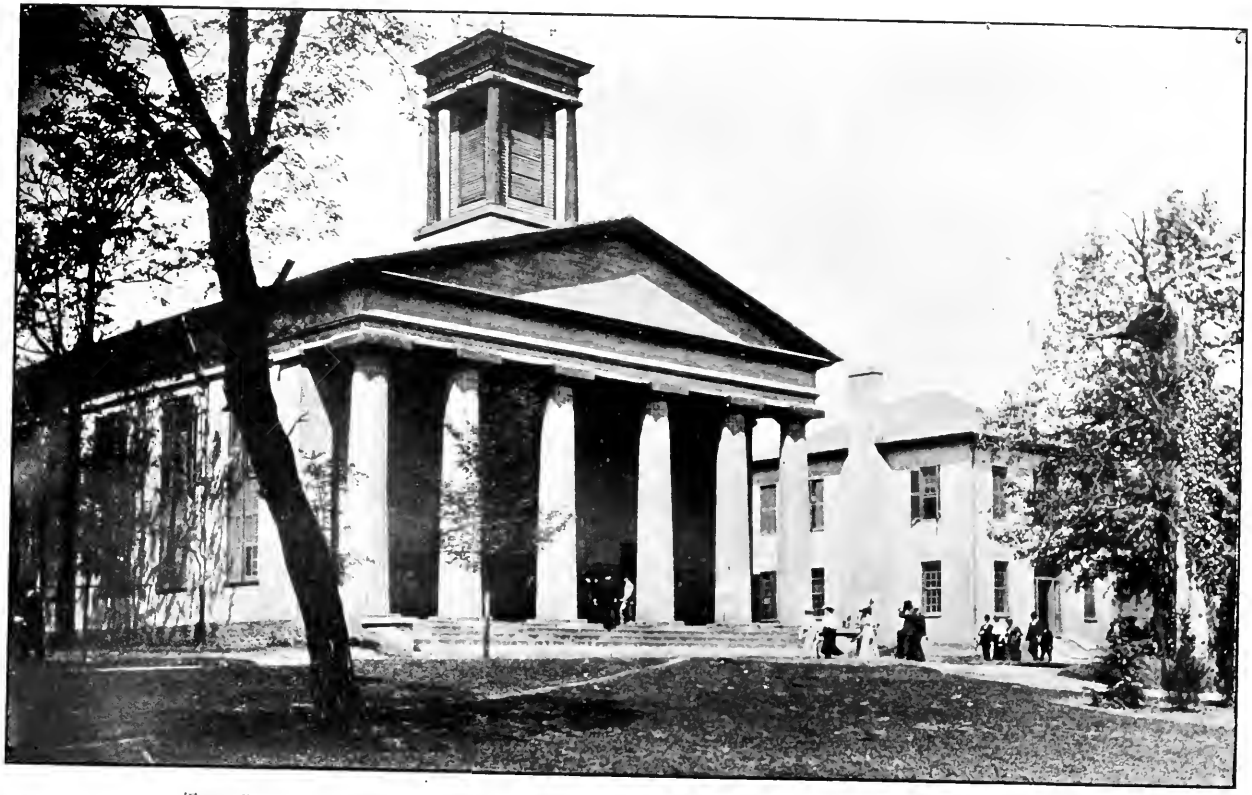

THE CHAPEL, UNIVERSITY OF GEORGIA, WHERE SESSIONS OF THE CONFERENCE WERE HELD

PROCEEDINGS OF THE FIFTH CONFERENCE FOR EDUCATION IN THE SOUTH

Held at Athens, Georgia
April 24, 25 and 26, 1902

PUBLISHED BY THE SOUTHERN EDUCATION BOARD
1902

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GAUT-OGDEN COMPANY
PRINTERS AND BINDERS
KNOXVILLE, TENNESSEE

Gift
Publisher
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EDITOR'S NOTE

In presenting to the public this volume of Proceedings of the Fifth Conference for Education in the South, a word of explanation seems necessary. The limits of space imposed upon us necessitated a process of elimination, as the whole mass of material furnished by the stenographer's report of the meeting at Athens would have made a volume altogether too cumbersome. In making our selections for publication, then, we were guided by the principles expressed in the following questions, which were rigorously applied to every address and even to every paragraph: Does it contribute to the understanding of this educational movement? Does it present a new phase of the Southern educational problem? Does it communicate anything of the inspiring, profitable, helpful and hopeful spirit that animated the Conference? The result has been that we have grouped together the papers that give somewhat of a complete history of the movement, its past, its present activities and far-reaching plans for the future. These we have followed with whole addresses that seemed to us of permanent interest and wide application, and finally, under a general heading, "Significant Utterances of the Conference," we have brought together expressions from men of force and leading from every part of the country, all bearing upon this great, new movement for education in the South.

Some of the illustrations refer to the schools visited by the party from the East, who formed so large a part of the meeting; others directly supplement the text.

It is hoped that the report may stimulate and increase interest in the great work which the Conference is intended to foster.

BUREAU OF THE SOUTHERN EDUCATION BOARD.

Knoxville, Tennessee,
August, 1902.

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CAMPUS OF THE UNIVERSITY OF GEORGIA—NORTHEAST QUADRANGLE
The University was Chartered in 1785, and is the oldest of the State Universities in this country

Conference for Education in the South

ATHENS MEETING, 1902

PROCEEDINGS

FIRST DAY

AFTERNOON SESSION.—Thursday, April 24, 5:00

The Fifth Annual Conference for Education in the South was called to order in the chapel of the University of Georgia, Athens, on Thursday, April 24, at 5 p. m., the President, Robert C. Ogden, of New York, in the chair. "Blest be the tie that binds" was sung, and prayer was offered by the Rev. Neal L. Anderson, of Montgomery, Alabama.

On motion a Committee on Organization was appointed by the chair, as follows: Eugene C. Branson, Athens, Ga.; George T. Winston, Raleigh, N. C.; Charles F. Meserve, Raleigh, N. C.; William H. Baldwin, Jr., New York; Walter H. Page, New York, and George S. Dickerman, New Haven, Conn.

The Rev. A. B. Hunter, of Raleigh, North Carolina, secretary and treasurer of the Fourth Conference, presented his report, showing receipts, $72; expenditures, $86,29, and balance due accountant, $14.29. The chair appointed Dr. William Jay Schieffelin, of New York City, to audit the treasurer's report.

President Ogden outlined the objects of the Conference.

While waiting for the report of the Committee on Organization, Dr. Charles W. Dabney, at the request of the chair, explained some charts that were posted on the walls of the assembly room,

showing the comparative illiteracy in the several Southern states. These charts were part of an exhibit from the Southern Education Board's Bureau, at Knoxville, Tennessee, of which Dr. Dabney is director.

The Rev. Neal L. Anderson presented an invitation for members of the Conference to visit the city of Montgomery on the following Monday at 10 a. m.

The report of the Committee on Organization, presented through its chairman, E. C. Branson, of Athens, Georgia, was as follows:

1. That the program as printed be the program of the Conference.
2. That addresses be limited to twenty minutes, except when the speaker had been invited to occupy thirty minutes, and other speeches be limited to five minutes.
3. That a Committee on Resolutions consisting of nine persons be appointed by the chair.
4. That the Committee have leave to nominate officers.

The report was adopted.

EVENING SESSION.—Thursday, April 24, 8:00

The address of welcome was made by the Hon. Clark Howell, editor of the *Atlanta Constitution.*

The annual address of the president was delivered by Mr. Robert C. Ogden, of New York City.

A response was given by Professor C. C. Thach, of the Alabama Polytechnic Institute at Auburn.

An invitation was presented from the Athens Young Men's Christian Association offering the members of the Conference the use of their rooms.

SECOND DAY

MORNING SESSION.—Friday, April 25, 10:00

The session was opened at the University chapel with the singing of "My country, 'tis of thee," and prayer was offered by the Rev. Percy S. Grant, of New York City.

The chair appointed the following Committee on Resolu-

tions: Albert Shaw, New York; C. C. Thach, Alabama; William A. Blair, North Carolina; Walter B. Hill, Georgia; J. W. Abercrombie, Alabama; J. Y. Joyner, North Carolina; Robert B. Fulton, Mississippi; Walter H. Page, New York; William H. Baldwin, Jr., New York.

The chair announced the report of the Committee on Organization for the nomination of officers as the next order of business. The chairman of the Committee, President E. C. Branson, then presented the following names of the nominees, who were unanimously elected:

President: Robert C. Ogden, New York.

Secretary: Rev. A. B. Hunter, Raleigh, N. C.

Treasurer: George Foster Peabody, New York.

Vice-Presidents: J. Y. Joyner, North Carolina; Walter H. Page, New York; Eugene C. Branson, Georgia.

Executive Committee: H. B. Frissell, Virginia; E. T. Sanford, Tennessee; Charles F. Meserve, North Carolina; Hoke Smith, Georgia; William A. Blair, North Carolina.

Reports were presented by District Directors of the Southern Education Board as follows: Dr. Charles D. McIver, for North Carolina; Dr. H. B. Frissell, for Virginia; Dr. Edwin A. Alderman, for Louisiana and Mississippi.

An address on "Education and the Voluntary Tax" was delivered by the Hon. C. B. Aycock, Governor of North Carolina.

Addresses were also delivered by Dr. John Massey, of Tuskegee, Alabama, and the Hon. Robert B. Fulton, Chancellor of the University of Mississippi.

The ladies of Athens provided lunch for the Conference in Denmark Hall, one of the buildings of the University.

AFTERNOON SESSION.—Friday, April 25, 2:00

The session opened with a registration of the members of the Conference.

An address on "Popular Education as the Primary Policy of the South" was delivered by the Hon. Hoke Smith, of Atlanta, Georgia.

"The Press in Relation to Popular Education" was the sub-

ject of an address by Professor Henry St. George Tucker, of Virginia.

An invitation to the Conference to hold its next meeting in Richmond, Virginia, was given by Professor Henry St. George Tucker and Dr. Paul Barringer, chairman of the faculty of the University of Virginia.

The work of the Bureau of Investigation, Information and Publication of the Southern Education Board was outlined by Professor P. P. Claxton, of Knoxville, Tennessee.

Addresses were also delivered by Mr. William H. Baldwin, Jr., of New York, and the Hon. Hugh H. Hanna, of Indianapolis.

EVENING SESSION.—Friday, April 25, 8:00

An address on "Education through Handicraft" was delivered by Carleton B. Gibson, Superintendent of Schools, Columbus, Georgia.

An address, "The Child of the Operative," was given by Lawton B. Evans, Superintendent of Schools, Augusta, Georgia.

Announcement was made of a gift of $40,000 from a member of the Conference to the University of Georgia for a Library Building, upon condition that the State Legislature make provision for its support.

An address on "The Child and the State" was delivered by Edwin A. Alderman, President of Tulane University, New Orleans, Louisiana.

An address, "Co-operation in Educational Effort," was given by Hamilton W. Mabie, editor of the *Outlook,* New York City.

THIRD DAY

MORNING SESSION.—Saturday, April 26, 10:00

The session met at the State Normal School and was opened with the singing of "Praise God from whom all blessings flow." Prayer was offered by the Hon. W. J. Northen, former Governor of Georgia.

Invitations for the next meeting of the Conference were presented as follows: Nashville, Tennessee, by Professor Vance, of

the Peabody Normal; Knoxville, Tennessee, by Dr. Charles W. Dabney, President of the University of Tennessee; Spartanburg, South Carolina, by Professor H. N. Snyder, of Wofford College, S. C., and John J. McMahan, State Superintendent of Education for South Carolina; Deland, Florida, by the Hon. W. N. Sheats, Superintendent of Public Instruction in Florida; Greensboro, North Carolina, by Dr. Charles D. McIver, of the North Carolina State Normal and Industrial College, Greensboro, N. C. These several invitations the chair referred to the Executive Committee for future consideration.

Mr. William H. Baldwin, Jr., of New York, President of the General Education Board, then made the following announcement:

Ladies of Georgia: I am going to speak to the women of Georgia just a moment, because we are here at the State Normal School in which all the women of the State of Georgia are vitally interested.

In behalf of the General Education Board, then, I wish to say that the Board has a very deep interest in the great work that women do for education, in the great possibilities, the great potential power that women have to induce those who represent them to see that the cause of education is protected and furthered.

We have been particularly interested in the great work which Mr. Branson is doing here in this State Normal School. We believe in the work which is represented by his personality, by his genius and strength of character, and we believe in the remarkable strength of character of the young women of this school (ninety-five per cent. of whom I understand are paying their expenses out of their own scanty earnings). I say that this has so impressed itself upon our minds that we feel we can do nothing more worthy of ourselves than to help on the work here.

And, therefore, with merely these opening remarks, with this word, which is but a word of approval, I take pleasure in introducing to you Dr. Wallace Buttrick, secretary of the General Education Board, who has an important announcement to make.

Dr. Buttrick said:

Following the example of Mr. Baldwin, I address myself to the ladies of Georgia. May I be indulged a single word before reading what I am authorized to read from this paper, and say that yesterday morning, having the high privilege of meeting you in this chapel, and looking into your earnest faces and having since taken occasion to learn something of the heroic self-sacrifice on the part of many of you here in the devotion of your lives to the cause of popular education, I have the greatest pleas-

ure in carrying out the authority of my associates of the General Education Board in making the following announcement:

> The General Education Board will subscribe to the Georgia State Normal School at Athens, for a period of three years, fifty scholarships of $50 each, to meet the forty-six scholarships now provided by the women of Georgia; $2,500 a year for three years, $7,500 in all.
>
> In addition to the above, the General Education Board will duplicate for a period of three years new scholarships of $50 each that may be provided by the women of Georgia before January 1st, 1903, up to a number not exceeding fifty. Understanding that the women of Georgia have raised $6,000 toward a fund of $15,000 for the erection of the Winnie Davis Memorial Hall, the General Education Board will subscribe one-half the balance, or $4,500, provided the remaining balance is subscribed before January 1st, 1903.
>
> (Signed)
>
> WILLIAM H. BALDWIN, JR., *Chairman*,
> GEORGE FOSTER PEABODY, *Treasurer*,
> WALLACE BUTTRICK, *Secretary and Executive Officer*,
> J. L. M. CURRY,
> FREDERICK T. GATES,
> DANIEL C. GILMAN,
> MORRIS K. JESUP,
> ROBERT C. OGDEN,
> WALTER H. PAGE,
> ALBERT SHAW.

I may be permitted to say that if the conditions specified in this announcement are complied with to the full extent of the offer—as no doubt they will be—the total amount of this contribution of the General Education Board will be $19,500. I would add that the gift to the Winnie Davis Memorial Hall is made in the recognition of the fact that this is Memorial Day and that this is a supremely appropriate contribution to the Daughters of the Confederacy. It is to the young women who are entering into one of the noblest inheritances of the world that we crave the privilege of making these gifts. We ask that we may have a little part in the great work which has been inaugurated by the people of the South and in which the women of Georgia are bearing so honorable and noble a part.

Governor Northen called a rising recognition of the gift on the part of the audience.

A paper on "Educational Supervision" was presented by Dr. William T. Harris, United States Commissioner of Education.

An address on "The Denominational College and Popular Education" was delivered by Professor H. N. Snyder, of Wofford College, South Carolina.

Addresses were also delivered by: Dr. Albert Shaw, Editor of the *Review of Reviews;* Hon. Emory Speer, Judge of the United States Court for the Southern District of Georgia; Hon. John H. Small, member of Congress from North Carolina.

Lunch was served to the members of the Conference by the young women of the State Normal School.

The afternoon of Saturday was given to attendance upon the exercises of Memorial Day.

EVENING SESSION.—Saturday, April 26, 8:00

The session was convened in the Lucy Cobb Institute. The Committee on Resolutions, through Dr. Walter H. Page, submitted the following report, which was unanimously adopted:

The Southern Educational Conference makes these declarations:

1. The unending campaign that this Conference met to further is a campaign not only for the free education of all the people, but for free education of such efficiency as shall make the coming generation of citizens of the Southern States the best trained men and women that an enlightened democracy can produce. To this end it urges the increase of taxes for school use, the lengthening of school terms, the better payment of teachers as fast as prudent regard for the economic conditions of every community will permit.

2. Since the free education of all the people is the foundation of a democracy and the highest function of enlightened commonwealths, this Conference applauds the patriotic position taken by those Governors and other public servants who have made it the foremost policy of their administrations; and it applauds also the newspaper press and the pulpit that emphasizes it as the basis of good citizenship.

3. The Conference commends the example of those communities that have levied special local taxes for school betterment, and the public-spirited citizens of towns and cities who by private subscription have aided the establishment and the equipment of schools in neighboring rural communities; and it urges vigorous agitation in those states that do not permit local taxation for the adoption of such a law. It urges also more generous state aid to normal schools whose graduates teach in the public schools, especially in the rural public schools; it asks for better equipment of school-houses till the country public schools shall have the best trained and most efficient teachers that can anywhere be provided; men and women

who by temperament and by training shall be equal to the best work demanded by modern experience, for the best teaching in the world should be given where it is most needed—in the rural public schools.

4. The Conference commends to all the state legislatures the enactment of such a law as some have already enacted, authorizing the use of a small portion of the school funds for the establishment of district school libraries wherever the citizens of the school districts shall subscribe a like amount for their maintenance.

5. While pedagogical method does not fall within the range of the subjects considered by this Conference, it nevertheless wishes to declare its settled conviction that the training of the hand is of equal value with the training of the mind, and that the two should go together in public school work, both as a matter of discipline and as a matter of preparation for all those industries that are related to the natural economic development of the people.

6. The Bureau of the Southern Education Board at Knoxville, Tennessee is systematically investigating the conditions of the schools, in association with the campaign of education to arouse public opinion that is conducted under the direction of the Southern Education Board. It invites the co-operation of all school officers and teachers, editors, public servants and public-spirited citizens.

On motion of Dr. Walter H. Page the following resolution of thanks was adopted:

The Conference expresses its hearty thanks to the railroads, to the Athenæum Club, to the Young Men's Christian Association, to the local committees, to the city authorities, to the University of Georgia, to the State Normal School and to the Lucy Cobb Institute for their courteous generosity.

To the citizens of Athens the Conference expresses its lasting gratitude for their most gracious hospitality. The Conference has received an added inspiration from their graceful and thoughtful attentions. For the citizens of Athens have indeed graced the activities of the new era with the most perfect flower of the old era, and so done a courteous service as to make it an act of personal friendship.

Addresses were delivered by Professor Henry W. Farnham, of Yale University, and Dr. Felix Adler, of New York City.

Dr. Charles W. Dabney moved that the President of this Conference send to Dr. J. L. M. Curry, then on his way to the Court of Spain as Ambassador Extraordinary, a cablegram of respect, and report to him the success of the meeting. The motion was adopted.

Addresses were delivered by President Houston, of the

Agricultural and Mechanical College of Texas; President J. B. Aswell, of the Industrial Institute of the State of Louisiana; the Hon. J. W. Abercrombie, State Superintendent of Public Instruction for Alabama; Mr. Edward T. Sanford, of Knoxville, Tennessee; Dr. John Graham Brooks, of Massachusetts; Hon. John J. McMahan, Superintendent of Public Instruction of South Carolina, and Dean James E. Russell, of the Teachers' College of New York City.

President Ogden then said:

It now becomes my duty as the presiding officer of this Conference to state that its formal sessions have come to a close.

I desire, however, on the part of all who have come from a distance, to thank the Committee on Resolutions in that they have given so adequate an expression of our feelings toward Athens and the Athens people. I desire to assure all who are interested that this expression, although an official action, is in no way formal or perfunctory, but voices the earnest, lively sentiment of all of us who have enjoyed the gracious hospitality of the citizens of Athens. This hospitality, at once so genial and so delightful, has given us an insight into a certain something, indescribable, perhaps, a gentleness of family life in your homes and—may I say it—a simplicity in your lives, that has been an added and sweet charm to our visit.

With these feelings we shall go away, cherishing the thought that while we gather here upon very serious business—for none who have travelled from any distance to this Conference have travelled for the mere purpose of recreation, neither have we come for social enjoyment; we have come for serious purposes and these purposes have been well served—and yet because of the cordial hospitality that we have received at your hands we are going away with a larger patriotism, a broader view and a better citizenship, better in all respects than when we came here. And, although after another day this occasion will be but a memory, still it will ever be an inspiration and a hope—the memory will always be sweeter and the hope will always be brighter because we have been here.

And now, as there appears to be no further business, by virtue of my responsibility as your presiding officer, I declare the Fifth Conference for Education in the South adjourned.

ANNUAL ADDRESS OF THE PRESIDENT

By ROBERT C. OGDEN, of New York City

THE program prepared for the guidance of the Fifth Annual Conference for Education in the South contains a command that a feature of the opening proceedings shall be the President's address.

Formal reports are almost of necessity dry and perfunctory. It is my duty to present certain facts and I am deeply conscious of the lack of the rare power that can make statistics eloquent. Therefore the report of details will be made by the several active representatives of the work that has been founded upon the action of this Conference one year ago. The results of that action have been extremely important and should claim your serious consideration. But it appears even more important that the Conference should at the very threshold of another year of organic existence realise the quality and quantity of its own spiritual and intellectual life. If this convocation is to reach its highest possibilities of influence and its largest practical force in the cause of education it must be through the power of a spiritual fire kindled at the sacred altar of self-sacrifice.

The Raison d'Etre of the Conference

This Conference exists for a holy cause—holy in the highest sense. Its creed reflects the divine love, broad and beneficient as the universal sunshine and expressed in the single simple dogma that every child in this broad land possesses the natural right to a good English education. The mission of this Conference is by means of a sweet reasonableness working through many and diverse agencies to so enforce its dogma that the moral rights of children to education shall by law, by philanthropy, by public opinion, be made forever so secure that they shall nevermore be questioned. Thus it may come about that the capacity for intelligent citizenship, the opportunity for abundant life, the enjoyment of liberty, the attainment of happiness become universal possibilities.

This is a serious assembly, even though it be free in spirit and liberal in terms of membership. But the mere fact of personal presence marks each man and each woman in attendance as sympathetic with the purpose of the Conference.

Cosmopolitan Character

There was a broad character impressed upon the Conference by Captain Sale, of Capon Springs, the hospitable convener of the first three annual convocations, in the bringing together of representative people interested in education, from South and North, West and East. Thus from the start it was geographically cosmopolitan. The same characteristic appears in the places of its later meetings, last year the ancient home of the Moravian faith at Winston-Salem was the home of the Conference, and this year it enjoys the hospitality of the city of Athens, rich in academic tradition. Each place exhibits various and different phases of American life and influence that forbid merely local or provincial features to mark the life of the Conference.

Still further the personnel is cosmopolitan in a marked degree. Here are governors of states, officers of great corporations, educators of every degree, clergymen of many communions, editors, authors, bankers, merchants, lawyers, who, for the time being, have set aside their several cares for the larger interests of our common country. And the crowning grace, influence and power of this assembly appears in the presence of so many good women who have found in the great cause represented here a call to put away for a while the duties of home and the claims of social obligations.

With great earnestness, therefore, I ask the Conference to accept the opinion that in its thoroughly cosmopolitan character may be found a most hopeful forecast of its fifth annual proceedings.

National Conditions

I hope it will not be considered ill-timed to give brief attention to some national conditions that furnish the perspective in which this Conference and its proceedings should be considered.

The boastful period of our national life is easily within the memory of many now present. Blatant expressions of pride in our bigness, greatness and progress were marked traits of pro-

vincial development. In those days we took small account of the limitations of widely varying economic interests and of the inheritance from the Fathers of vital differences upon constitutional questions, both of which were a constant menace, and they have been removed by the court of last resort, through experiences that were painful and costly. Out of the conflict came a legal national unity, that was of necessity deeply impressed with bitterness and misunderstanding. And then followed a period of political error and consequent distress that long kept alive and active the divergencies that began in fundamental conditions. Even this brief reference to the shadows of the past can only be tolerated as affording the distance for a brighter foreground. The kindly hand of time has soothed many wounds; and so from the story of the past we may without passion or prejudice gain wisdom for the present and guidance for the future. Therefore as reasonable and sensible people we may well inquire what the opinions that we or our Fathers held in 1861 upon questions that are forever settled have to do with the discharge of mutual duties that now lay an imperious command upon present strength and resources. If we are willing to omit the past from present associations, we are ready for the upward and outward look and the forward step.

The dawn of the twentieth century marks no change in the forces of nature; the days, years and centuries will come and go as have other days and other years and other centuries. The calendar marks the fleet foot of time—we write seasons and dates as always before. But in moral and national things the new century is an advent to the world at large and an Epiphany to our Country. There is a sudden manifestation of accumulated power. Masses of capital rush together with magnetic impulse and in startling magnitude. This unity of money concentrates material things that have common interests and suddenly reveals vast production heretofore unrealised. Community of interest pools in concrete form values that had not been comprehended in detail. And so, while the new century creates nothing, it lifts the veil and reveals a gigantic life—a life that growing silently in wide diffusion was not known, understood, nor appreciated until the laws of finance and commerce breathed into it the breath of larger organized life. This material life is national. Prosperity is its crea-

tor and its benediction. Diffused prosperity is a solvent that fuses and melts and moulds.

Simultaneously with this realization of things an intellectual awakening appears. Generous facilities for research are placed at the command of science. The increase of endowment to great institutions of learning is the recognition of the debt that wealth owes to scholarship. Testimony to the growing demand of young America for higher education is manifest in the great increase and still growing contingent of students in our universities. Now as never before are the contributions of science to the comforts of living, the preservation of human life, the amelioration of suffering, the general distribution of information, the unification of the human race popularly acknowledged.

And more than all this the inspiration of the new century appears in the awakening of the public conscience to the moral responsibility that recognizes the increasing duties of stewardship that accompany accumulating wealth, higher education and growing power. The restless anxiety for service may sometimes find only crude or clumsy expression, but the very effort expresses the stimulus of an aroused conscience.

Admit these statements—brief and incomplete—and the conclusion is certain that never until the years that mark the early dawn of the twentieth century have we had in a political, moral or material sense a complete nation. Therefore the perspective of the Fifth Conference for Education in the South is a country united and blessed. The personal deduction is that duty grows in proportion to prosperity and blessing.

A Band of Hope

The clarion call of patriotism summons this Assembly and rings out the key-note for its utterances, altruism pure and simple gives it vitality, human brotherhood is the tie that binds it together. If this be true, pessimism can find no foothold here and selfishness no standing ground. This Conference is a Band of Hope.

We are gathered here under conditions that demand thought and charity, energy and enthusiasm. Here are representatives of material, mental and spiritual interests, the hand, head and heart of the country, combined in one patriotic impulse. Patriotism is equally the characteristic of all true citizens, be they artisans or

scholars, teachers or preachers, business or professional men. Therefore, putting God and country first, let it be the high resolve, the purpose of each mind and heart, that this convocation shall be a dynamic force for a popular educational uplift.

Five years ago the concentric waves of this Conference began their pulsating circles of teaching influence. With each recurring Assembly the rings of power have grown in strength as they have gained in circumference, and thus the duty comes with the command that we, here gathered, give to the common cause the fresh impulse of larger power, making such success of the past as will lay upon each succeeding future Conference the burden of still greater achievement. With such a spirit, which will certainly receive inspiration from the progressive developments of the Conference, our coming together will have the blessed crown of usefulness and the seal of approving conscience.

Executive Work of the Year

Regarding the executive work planned last year I have some brief statements.

First. Concerning the publication of the record of the proceedings of the Fourth Conference for Education in the South, I have to state that two thousand copies were handsomely printed and tastefully bound. They have been widely circulated gratuitously. A few copies remain, some of which are here, and so long as they last will be freely given to any who may need them. They are full of valuable and interesting information.

Second. Under the authority of the Platform and Resolutions adopted at the last Conference, I appointed the following named seven gentlemen as an Executive Board: Hon. J. L. M. Curry, Washington, D. C.; Dr. E. A. Alderman, New Orleans, La.; Dr. C. D. McIver, Greensboro, N. C.; Dr. C. W. Dabney, Knoxville, Tenn.; Dr. H. B. Frissell, Hampton, Va.; Dr. Wallace Buttrick, Albany, N. Y.; George Foster Peabody, Esq., New York City.

By special vote of the Conference I was created a member of the Board in advance of its appointment.

The entire Board assembled in New York, Tuesday, November 5th, 1901, and met daily for five successive days. An organization was effected by the election of Robert C. Ogden, Chair-

man; Charles D. McIver, Secretary, and George Foster Peabody, Treasurer.

The first action of the Board was to increase its membership by the selection of the following four gentlemen: William H. Baldwin, Jr., Esq., New York City; Dr. Albert Shaw, New York City; Dr. Walter H. Page, New York City; Hon. H. H. Hanna, Indianapolis.

The Southern Education Board of the Conference for Education in the South is the official title.

Field Work was planned by the appointment of Dr. Curry as Supervising Director, Drs. Alderman, McIver and Frissell as District Directors, Dr. Dabney as Chief of the Bureau of Investigation, Information and Publication.

The five named foregoing were united as a Campaign Committee, with Dr. Curry as Chairman.

Dr. G. S. Dickerman and Dr. Booker T. Washington were appointed Field Agents.

Rev. Edgar Gardner Murphy was associated with the Chairman as Secretary in Executive Work.

Hon. Henry St. George Tucker and Dr. Robert Frazer are associated with Dr. H. B. Frissell in Virginia.

Prof. P. P. Claxton and Prof. J. D. Eggleston, Jr., are associated with Dr. C. W. Dabney at Knoxville.

This large and complete organization demands a generous sum of money for its maintenance. A small part only has been subscribed, but the monthly payments for all the expenses are promptly advanced through the faith of a generous friend.

The Board has not been incorporated and may not be. Its function as defined by itself is to prosecute a propaganda of Education and not to assist schools or institutions.

Parallel to the Southern Education Board there has been formed the Board of the General Education Fund for the receipt and disbursements of money for educational purposes. The President of this Board is Mr. William H. Baldwin Jr., the Executive Secretary is Dr. Wallace Buttrick, and the Treasurer is Mr. George Foster Peabody. This Board has been placed in funds by generous friends and has begun active work. Seven gentlemen are members of both Boards. Perfect co-operation is thus

secured. In addition the Boards of the Peabody and Slater Funds are represented in both the newly-formed Boards, and the outcome of the whole matter is a community of interest that secures harmony and economy and prevents duplication.

The general work only began on the first of January, and yet the energetic earnestness that has marked every branch of the operations has created at a single bound a powerful and effective organization. I have in my possession written accounts from all branches of the work. Back of each paper is a most interesting influential personality. Therefore details will be omitted now and at the opening of to-morrow's session brief accounts will be given by:

Dr. Frissell from Virginia. His local associates will be heard later.

Dr. McIver will inform us of the great educational revival that is sweeping over North Carolina.

Dr. Alderman will give an account of his interviews with the Legislatures of Mississippi and Louisiana.

Dr. Dabney will report for the Ordnance Department of the campaign—the statistical bureau. He is the embodiment and incarnation of facts, a challenge and a menace to every educational Gradgrind.

The absence of our leader and Nestor, Dr. Curry, will be deeply felt. We would as deeply deplore his absence were it not that he is now sailing eastward across the Atlantic upon a most honorable mission as the personal representative of the President of the United States and extraordinary envoy of the Government at the approaching coronation of the King of Spain. We rejoice over this distinction that has come to the Chairman of our Campaign Committee and Supervising Director with a consciousness that in honoring Dr. Curry the President has honored himself and has honored us.

The Rural School

As these several reports come before our thought and attention we will be carried away from the urban surroundings in which so many of us dwell into simple rural conditions. In the vast proportions and teeming populations of our great cities we are too apt to think that the social problems of the period are only to be found in

cities. That appeal comes to us without cessation and for its solution many and powerful agencies are successfully at work. The principal object before this Conference is the rural public school of the Southern States. Within these States, not including several of the so-called border states, is to be found one-fourth of the school population of the United States. Take that fact with the additional fact that about eighty per cent. of the entire population of those states is rural and you have conditions exactly opposite to the situation that confronts you in the city. A study of the case develops some most interesting questions.

A Life Problem

This conference has not concerned itself with professional educational theories, holding to the opinion that such affairs belong to other organizations. Nevertheless, the query as to the proper methods for the education of the children throughout these vast areas will not down. It is a topic that may well challenge the careful thought of every intelligent person whether educator or not.

It is a problem of life—the whole life. Mr. Branson, the principal of the State Normal School in Athens, has given us in his article, "The Real Southern Problem," a splendid statement of the case, undoubtedly the best statement upon the subject that has ever been printed. He shows how needful it is to fill the vacant mind, to stimulate the sluggish thought, how this is to be done by instruction that shall not only enable children to read and write, but shall show them how to economize time, to manage a farm, to properly cook food, to keep house, in short to create character and a complete life. As one of our number so often remarks, we must come to these people that they may have life and have it more abundantly. Truly this work is Christ-like.

Is there not here a new question for pedagogy to solve? If millions of money were ready, where are the teachers? It is most interesting to know that in this audience are many thoughtful, accomplished and practical educators who are putting keen minds, large experience and earnest sympathy into the solution of this question.

Out of the case comes the silent appeal of millions of children of school age. With this appeal comes the cry of our country with a stern demand that from this child-material good citizens for the

future shall be furnished. It is our duty to so echo and re-echo these appeals that the ignorant shall rise up and by the mere force of human right demand adequate education, that the people shall tax themselves for education, that school authorities shall promote the best ideas of education, and that philanthropy shall supply the lacking margin beyond the capacity of the public purse and private local liberality.

As already stated, the great institutions for higher education are appealing to accumulated wealth most successfully and properly for generous endowment. The antiphon to that appeal comes in the voice of the humble and the obscure pleading for the bread of better intellectual life; that simple, practical learning, without which there can be no useful, happy, progressive existence.

The Fraternal Spirit

It has been the beautiful mission of this Conference to bring into sympathetic accord and to harmonize into associated usefulness many great-souled individuals having common educational ideals, aspirations and hopes. Throughout the rural South they have been isolated, lonely, each thinking that there was no companionship in the cause held so dear. But now this Conference makes a broad standing ground and the group is found to be far more numerous than any had supposed. Nor is the company limited to locality, for the North and the East adds to the quota certain others who only ask to share in the burden. The Northern members of this Conference have gladly come each succeeding year in response to cordial invitation to help carry as best they may the load that seems too heavy to be borne in localities where sparse population or narrow means give insufficient public revenue and make private liberality impossible. With no pride of opinion or dictation as to method, working through men born on the soil and by local machinery they come in fraternal spirit with such means as they can command and such experience as they can contribute.

As information about this Conference becomes more widely diffused it is watched by ever increasing numbers of teachers and parents. Here at this central Southern point, at this University, chartered in 1785, this Conference is placed as a beacon light upon a hill. Let no doubtful expression or uncertain sound go forth. Education for all the people; good, well-equipped school-houses

with competent teachers and an eight months' term in every school district—let this and nothing less be the aim of this Conference. The road may be long, and some of us will fall by the wayside before the end is reached. But it can be and will be reached if we and such as we with us are true and faithful.

To doubt would be disloyalty,
To falter would be sin.

THE WORK IN NORTH CAROLINA

Report of CHARLES D. McIVER, District Director of Southern Education Board

Mr. President:

I beg to submit, in accordance with your request, this statement in regard to my work as one of the district directors of the Southern Education Board.

As the Southern Educational Conference was held a year ago at Winston-Salem in this State, I feel that the members of the Conference will be gratified to know that North Carolina's educational condition is improving daily and that the outlook is bright.

We have taken an honest inventory of our educational possessions and needs, and made a determination to improve the former, and, wherever possible, to supply the latter.

For more than ten years there have been in the State a number of active workers and agitators in behalf of better public school facilities, but the teaching profession has never been so well united upon this point as at present, nor has its opinion ever before commanded the general respect from all classes of citizens that it does to-day.

Since the last meeting of the Southern Educational Conference there have been about thirty elections in the villages and towns of North Carolina, and a half-dozen elections in the rural districts, to decide whether or not a special local school tax should be levied, and in only three or four of these communities has the cause of public education been defeated.

During the past year about four hundred libraries have been established in connection with rural schools. One-third of the money for these libraries has come from the State Treasury, one-third from local school funds, and the other third from private donations.

Probably no other year in the history of the State has wit-

State Normal School, Athens, Ga.

nessed so large a number of donations to public and private educational purposes. So much for general conditions.

As District Director of the Southern Education Board my work has necessarily been confined largely to my own State.

It was the understanding at the last session of the Board that, if practicable, a vigorous campaign for the improvement of the public schools of North Carolina should be inaugurated. Knowing that it would be unwise and useless to undertake such a campaign except in hearty co-operation with the educational authorities of the State, I laid our plans and purposes before the Governor, Honorable Charles B. Aycock, and the State Superintendent of Public Instruction, General Thomas F. Toon, both of whom gave their hearty endorsement to the movement and expressed their appreciation of the spirit in which the Southern Education Board desired to aid in our educational development.

The Raleigh Conference

On account of the long-continued illness of General Toon, it was impossible to have a conference with him during the month of January; but on February 13th he and Governor Aycock united with me in calling to Raleigh a conference of about forty teachers representing all lines of educational work. Representatives of the state colleges and denominational colleges, county superintendents and city superintendents, representatives of high schools and seminaries of every class were present. The conference made a declaration against illiteracy and issued a striking address to the people of North Carolina. There was perfect harmony in the meeting and a unanimity of sentiment that the combined educational influences of the State should be brought to bear upon the improvement of the rural public schools. A campaign was inaugurated to secure the consolidation of weak school districts, the improvement of public school-houses, and the adoption of local taxation to supplement the state school tax.

The Governor, the State Superintendent, and your District Director were made the Executive Committee of this association and the managers of the campaign. The address was published by practically all the newspapers in the State and copies were furnished to students of colleges and pastors of all churches.

A special committee was appointed to furnish educational

matter for the newspapers from time to time, and another committee to make a special request of every preacher in North Carolina to deliver to his congregation at least one sermon a year on the subject of public education.

From the beginning, this movement had the almost unanimous endorsement of the press of the State.

Soon after the inauguration of this campaign occurred the death of State Superintendent Toon. The Governor called Mr. James Y. Joyner, Professor of English in the State Normal and Industrial College, to the State Superintendency. General Toon had not been well enough to attend the conference in Raleigh, but wrote a letter suggesting a wise policy for the campaign. I should like to record here that the illness which resulted in General Toon's death was brought on by exposure while on a campaign in company with the Governor, to secure the adoption of local taxation for schools in the eastern part of the State. Two of the districts in which he made addresses have since voted a special local tax.

Honorable J. Y. Joyner has shown his eminent fitness for taking up this work, and has begun a very vigorous educational administration. Though still under forty years of age, he has had successful experience as county superintendent, city superintendent, institute instructor, and college professor.

District Conferences

In accordance with the plan adopted at the Raleigh conference, the Executive Committee has decided to hold district conferences at accessible centers in various portions of the State. To these conferences county superintendents and other school officers will be invited, and also other workers for public education. These conferences will give the State Superintendent an opportunity to confer with the county superintendents, and inaugurate a uniform policy for developing the educational work of the State. At least one large mass meeting will be held in connection with each conference, at which addresses will be made by the Governor, the State Superintendent and others. These district conferences will be held at such places as will furnish free entertainment for the delegates. The railroad expenses of the county superintendents will be paid out of the campaign fund provided by the Southern Education Board. The

compensation of these officers is so small that we do not feel that they ought to be asked to give their time and pay their traveling expenses in order to attend these meetings.

The Greensboro Conference

The first of the district conferences was held April 3rd and 4th in Greensboro, and about twenty counties were represented by their superintendents or other school officers. The Presidents of the state colleges, and Presidents or other representatives of most of the denominational colleges attended the Greensboro conference. Finding some liberal-hearted gentlemen in Greensboro disposed to raise a fund by popular subscription to be used for aiding those rural districts in Guilford County which would vote upon themselves a local tax to improve their schools, I wrote an urgent letter to President W. H. Baldwin, Jr., of the General Education Board, and Dr. Wallace Buttrick, the Executive Officer of that Board, asking the General Education Board to duplicate these subscriptions to an amount not exceeding four thousand dollars. The General Education Board, which had just opened its New York offices two days before our conference, generously complied with the request, sending Dr. Buttrick to Greensboro to represent it in the conference and to make the following proposition:

"The General Education Board will duplicate all private subscriptions made by the people of Guilford County, North Carolina, for the public schools in Guilford County to an amount not exceeding four thousand dollars ($4,000) in all, provided that in each case school districts where such gifts are made shall have levied a special local tax for free public schools for all the people, and provided further that the appropriation from this Board in fulfillment of its pledge shall be paid to each of the several districts through the North Carolina State Department of Public Instruction when information is received that the above conditions have been fulfilled."

The mass meeting readily raised more than four thousand dollars for the improvement of the rural schools of Guilford County. None of this money can be used in the city of Greensboro, where it was raised, nor can any of it be used for any district in the county which does not levy a local tax upon its property. The visit of Dr. Buttrick was valuable in many wavs. His

frank, tactful manner, his enthusiasm and hearty sympathy with the occasion won the hearts of our people, and greatly aided all those interested in the educational work of the State.

An Executive Committee of prominent citizens was appointed to carry out the purposes of the Greensboro conference, and they are now planning a vigorous campaign to secure the consolidation of school districts and the voting of a local tax in every district in Guilford County. One of these districts, about six miles from Greensboro, had already voted a special tax of 33 1-3 cents on each hundred dollars' worth of property to supplement the state tax of eighteen cents on the hundred dollars' worth of property, and they are now endeavoring to raise money by private subscription to erect a better school building. To encourage this movement, the Executive Committee of the Greensboro conference offered to give one dollar for every two raised by the local community for this purpose, and at the close of their public school a few days ago more than twelve hundred dollars was thus raised and the amount will be increased to fifteen hundred or two thousand dollars. This was done in a community which has not more than forty taxpayers whose property is assessed on the tax-books for as much as one thousand dollars each. It is significant, too, that the largest subscription was only fifty dollars, and many of them were one, two, five, and ten dollars. It is also very significant that a number of the subscriptions were made by men who not less than a year ago opposed the levying of the special local tax in that community. A similar proposition to the one made to this school district will be made to all other districts in the county willing to levy a local tax to erect suitable school-houses and otherwise make their schools effective. Thus every dollar given by the General Education Board not only secured another dollar at the Greensboro conference, but each dollar of that general fund will probably cause the investment of from two to ten dollars in the free public education work of Guilford County.

A conference similar to the one held in Greensboro will be held in Charlotte on May 1st and 2nd. Towns and cities in every section of the State have asked the privilege of entertaining one of the district conferences.

Women to Improve Public School Houses

As a part of the campaign for the improvement of public educational facilities in North Carolina, the students of the State Normal and Industrial College have organized a Women's Association for the Betterment of the Public School Houses in North Carolina. It is their plan to unite in this organization not only the former students of the State Normal and Industrial College, but public-spirited women in every locality. Local associations will be formed about each public school house for the purpose of beautifying and improving generally these school houses.

The Greensboro conference produced a deep impression upon the State and it is the beginning of a great movement for the promotion of proper school facilities for the children of North Carolina. The leading newspapers of the State have in their news columns and also in their editorial comments given enthusiastic aid to the movement.

Too Rapid Progress Must Not Be Expected

I hope that the Southern Education Board and the Southern Educational Conference will remember that those who are leading this movement are exceedingly busy people, and are carrying heavy burdens connected with their regular work. Too rapid progress cannot be expected in a campaign which must be managed tactfully, though vigorously, by the use of such time as the leaders can spare from their regular employment.

After our district conferences shall have been held, the Executive Committee of the central association will know in what counties and in what communities of those counties it will be best to prosecute an active campaign to secure an increase of funds for schools. During the summer months we propose to place in the field the best available educational speakers. During the two-year campaign in which the Southern Education Board proposes to give its assistance, I doubt not that great good will come to the cause of universal education.

The Necessary Combination

No amount of money could have secured such progress as we now have reason to hope for without the leadership of our "Educational Governor" and our progressive and popular State Superintendent, backed by a united teaching profession. I desire to say, however,

what is equally true, that without the substantial and sympathetic aid given by the Southern Education Board and that promised by the General Education Board we could not have organized the educational forces at this time so as to accomplish the great things that evidently will be accomplished within the next two years.

For myself personally, I desire to express to you and to the Southern Education Board the great satisfaction it gives me to represent it and to act as its agent in giving what service I can to the people of my State and the people of the other Southern states.

In the service of the Board, in addition to my work in North Carolina, including a very large correspondence with people in and out of the State, I have visited Richmond for a conference with Dr. Frissell and other representatives of the Southern Education Board in Virginia; Athens and Atlanta in the State of Georgia; Columbia, South Carolina; Washington and Baltimore.

The Board of Directors of the North Carolina State Normal and Industrial College have kindly permitted me to give to the service of the Southern Education Board such portion of my time for the great work undertaken as can be spared from my duties as President of their institution.

There only remains for me to convey to you, in a word if I may, my profound sense of gratitude for the privilege of taking part in this great work, and the due appreciation that I hope I have of its importance and its attendant responsibilities.

THE WORK IN LOUISIANA AND MISSISSIPPI

Report of EDWIN A. ALDERMAN, District Director of the Southern Education Board

Mr. President:

I beg to submit the following brief statement concerning my work as District Director of the Southern Education Board. I undertook the work of this Board on January 1st, giving to it such time as my duties as President of Tulane University would permit. On January 1st I had lived in Louisiana ten months and my problems had been problems of an urban nature relating to the City of New Orleans and Tulane University. My first problem above all was to learn the State of Louisiana, its men, its teaching force, its educational spirit, and its educational condition. My knowledge of the purposes of this Board, in so far as those purposes had found expression, convinced me that the truest wisdom was to make haste slowly, and not to commit the work to any inadequate or emotional line of policy.

Initial Work

There were many difficulties to overcome. There was that in the idea itself that needed to be presented with delicacy, and yet with utter sincerity and plain-spoken firmness. I therefore gave such parts of the months of January and February as I had at my command to that service and made an extended tour through the State, making addresses to large audiences at the chief towns—New Orleans, Shreveport, Ruston, Monroe, Franklin—and into Mississippi, addressing the Legislature at Jackson. It is, as I have said, no easy matter to acquaint oneself with men and conditions and traditions so that the wisest instruments, the ablest leaders, the wisest policy may be enlisted in the service of a great idea. It was essential in this whole crusade to convince the people that it was not a movement which tended in any way to diminish their self-respect in the matter of receiving aid, but was rather a recognition by large-

hearted men of the great services performed by them under arduous difficulties.

Continuity of Effort

And it was essential again to annex this new line of educational effort to the old efforts that have been in progress during the past twenty years. There would have been resentment against any assumption that this work was some new plan of salvation. One can understand this, for everywhere throughout that State and other states are numbers of earnest men who by personal effort, by organized associations, by tongue and pen and press have been seeking the same results now sought in this larger and better organized fashion. In view of this necessity to make no break in the continuity of effort, I had personal conferences with the Governor of the State, with the State Superintendent of Education, in Louisiana and Mississippi, and with the presidents and principals and superintendents of different institutions, private, denominational and public, searching for the right men and the spirit of the commonwealth. I also put myself in communication with the press of the State, and I want to say here that the press of the State has responded with intelligence, with sympathy, and with force and enthusiasm. When the final record is made in this movement, I am inclined to think that the balance of credit will go to the editor, and perhaps to the country editor.

The Baton Rouge Conference

The necessity for this mastering of elementary but fundamental problems delayed the launching of our campaign in Louisiana until April 10th. On that day at Baton Rouge, the capital of the State, a conference was held, presided over by the Governor, the Hon. W. W. Heard, and attended by the leading representatives of all the educational interests of the State, forty-seven delegates in number. No important educational interest in the State was omitted. A Central Educational Committee was formed. A declaration was issued to the people setting forth in earnest, simple and effective speech the great problem of democracy. This declaration has been printed in all newspapers and will be put into the hands of every thoughtful citizen. An address was made by the Governor of the State of singular wisdom and sympathy, and by others whose words carry weight.

Organization Effected

An Executive Committee was appointed, consisting of Governor Heard, State Superintendent J. B. Calhoun, Dr. E. A. Alderman, President Thomas D. Boyd, Louisiana State University, and President B. C. Caldwell, State Normal School, charged with the details and execution of the work. Four leading committees were organized, touching the three great forces that are constantly and perhaps most effectively at work upon human society—a Committee on the Press, a Committee on the Pulpit, and a Committee on Woman's Clubs; and a Committee on Local Campaigns. There will be another Committee on Parish Boards of Education. This Executive Committee has not yet had time to work out nicely the details of the campaign that shall be waged in this and other states, but I may say this much: the State is being divided into Educational Districts, corresponding roughly to the Congressional Districts. Each of these is to have its great rally, wherein the whole great subject may be brought before the people. In addition to that agency there is held each year in every parish a Parish Institute, which shall be made the center of educational enthusiasm and enlightenment, as it has been in the past. The parishes are to be asked to secure the services in their own local fields of some earnest, energetic man whose business it shall be to ascertain and stimulate public sentiment looking toward the submitting of the question of better school facilities to public vote. The Committee on Local Campaigns has for its duty the ascertaining and submitting to the Central Committee the names of all communities ripe for educational effort and on the point of being ready to make investment in education through local taxation, which is the root-idea in this whole matter. As soon as these reports are received, it is the purpose of this committee to send to such communities whatever aid may be necessary to carry through their fight for better schools. This is the first step.

The second step is the selection of certain typical communities, not too far advanced, not too far behind, but mellow and ripe, and to concentrate effort in them in order that they may stand as nuclei and examples to other communities.

The third step will be the selection of communities and the application to them of methods employed with such skill and

ability by my colleague and friend, Dr. McIver, and by my dear old associates and companions in North Carolina at Greensboro, for that meeting involved one distinct principle in this new educational propaganda.

Louisiana Ripe for the Work

Louisiana is rich potentially in educational leadership. There are brave, earnest men who have given much to the cause. The field is inviting many strong men who display willingness to spend themselves for the cause of public schools. In the simple belief that education is an investment and not an expenditure; in simple faith in the productive power of training, I know of no state that excels Louisiana. It has not as many leaders, but the bulk of its population regards taxation with less aversion than almost any community that I have known. I think they have learned this lesson by the necessity of a levee tax to protect them from the inroads of the Mississippi; and they somehow make the subtle connection of thought that their children need just as much protection from the submerging flood of ignorance. The old leaders there have plowed the ground well and deserve all the credit for this favorable state of the public mind.

In the last twelve months, particularly since the formation of this Board and the beginning of this work, three parishes, twenty-six wards (corresponding to townships), nine towns, and seventeen school districts have added to their educational facilities by special taxation; and in the last two years, fifteen parishes, eleven towns, and over one hundred school districts have availed themselves of this opportunity of citizenship. The idea of the Southern Education Board was something new to them, but they believe in its sincerity, its good sense, and are allied for the promotion of its purposes from the Governor of the State and the Superintendent of Public Instruction to the simplest public school teacher in the remotest school district. The Governor of the State and the State Superintendent bade me present their sincere regrets that they could not be here to-day and to assure this Conference of their hearty support and interest. The Governor, I may say without violating any confidence, declared to me that it was his purpose to recommend larger appropriations for public schools to the greatest extent consistent with other needs of the State, and to urge in all ways the vital principle of local taxation.

Educational legislation is particularly broad and unhampered in Louisiana. One-fourth of the property-holders can bring the matter to a vote. We hope to see established in every district some public-spirited man or woman who will make it his or her duty to get together this public-spirited one-fourth element of the population. It is interesting to state that women holding property may vote in such elections, and I am counting hopefully upon their united efforts in this crusade for higher efficiency.

The summer months are the months when the best results can be obtained in Louisiana, and our machinery will be in perfect form by that time. All of the educational organizations of the State, the State Teachers' Association, and the District Associations are issuing their addresses to the people and undertaking their tasks in this campaign, and our Executive Committee is to become the executive arm of all these organizations.

The Progress Made in a Decade

We hear a great deal about the condition of affairs in the South on the debit side of the ledger. Perhaps we are not quite fair in boldly stating what the present condition is. Perhaps the truest form of statement is a comparative statement over a decade. I, therefore, submit the following statement of affairs in the City of New Orleans, taken from an attractive circular issued by the school board of New Orleans and to be had at the desk. By the way, I believe it is true that no American city has known such beneficent activity as the City of New Orleans. It is the home of John McDonogh, that strange, sad man, who equipped and erected thirty school-houses in New Orleans at a cost of a million dollars. Just before I left the city a meeting was held to give a cup to the citizen who had performed the most splendid and conspicuous civic act of the year—a good custom for our other cities in the South—and the cup was given to Mr. Frank T. Howard, who built as a gift to the children of the city a splendid primary school-house, costing $45,000.

The policy of the New Orleans School Board during the last ten years has been to promote and extend facilities for elementary instruction, particularly primary. The following data, stating conditions in 1890 and 1902, will show results:

WHITE SCHOOLS, 1890.

Number of Elementary Schools	37
Number of Grammar Grades	108
Number of Primary Grades, including Kindergartens	208
Number of Kindergartens	6
Number of Pupils in Elementary Grades	16,426
Number of Teachers in Elementary Grades	327
Annual Pay-roll of Elementary Teachers, nine months	$154,800.00
Average Number of Pupils per Teacher	50
Average Cost per Pupil per annum	$9.43

WHITE SCHOOLS, 1902.

Number of Elementary Schools	55
Number of Grammar Grades	179
Number of Primary Grades, including Kindergartens	404
Number of Kindergartens	18
Number of Pupils in Elementary Grades	24,108
Number of Teachers in Elementary Grades	576
Number of Pupils in Grammar Grades	5,906
Number of Pupils in Primary Grades	18,202
Number of Pupils in Kindergarten Grades	886
Number of Departments in Elementary Grades	548
Percentage of Pupils in Grammar Grades	24
Percentage of Pupils in Primary Grades	76
Annual Pay-roll of Elementary Schools, nine months	$310,500.00
Average Number of Pupils per Teacher	41
Average Cost per annum per Pupil	$12.80
INCREASE in Number of White Schools since 1890	18
Containing Departments	180
Enlargement of Buildings, Creating New Departments	52
Number of Departments having Half-Day Classes for Lower Grades to accommodate the masses	22
Total Number of New Departments	244
Increase in Teaching Expense of Elementary Schools since 1890	$155,710.00
Cost of Establishing, Constructing and Equipping New Schools and Departments since 1890	$491,000.00
Increase in Number of Pupils since 1890, (47 per cent.)	7,682

COLORED SCHOOLS, 1902.

Number of School Houses	11
Cost of Building and Equipping	$108,500.00
Number of Departments	107
Number of Pupils Enrolled	4,976
Number of Teachers	106
Pay-roll of Teachers Annually, nine months	$56,800.00
Average Number of Pupils per Teacher	47
Average Cost per Pupil per annum	$11.30

The Curriculum in colored schools is the same as that in white schools in equivalent grades. In 1900 the Board reorganized the colored schools and reduced the work to primary, and added the fifth grade, intending to simplify and strengthen the work in these schools.

SUMMARY.

Total Number of Pupils, White and Colored, in Elementary Schools, in 1902	29,084
Total Number of Departments	655
Total Expense of Teaching, nine months' term	$367,300.00
Average Cost per Pupil, White and Colored	$12.05

The legislature of the State is to convene at Baton Rouge on May 15th, and I dare to predict that something definite will come of that meeting in the line of educational progress.

The Work in Mississippi

It is my pleasure to report, what many of you know, that the state of Mississippi appropriated this year, straight from the treasury, the sum of $2,500,000 for the next two years' work in public education. I consider Mississippi a most promising field for the application of the principle of local taxation. It is distinctly a rural state, but it is a rural state of high intelligence, with the smallest illiteracy percentage in the South, and with a splendid determination on the part of the people and the educational officers chosen by them.

Permit me in conclusion to express my gratitude for the helpfulness, encouragement and strength of the teachers and citizens of the State in which I have worked, and for the confidence reposed in me by yourself and the gentlemen of this Board.

THE WORK IN VIRGINIA

Report of H. B. FRISSELL, District Director of the Southern Education Board

Mr. President:

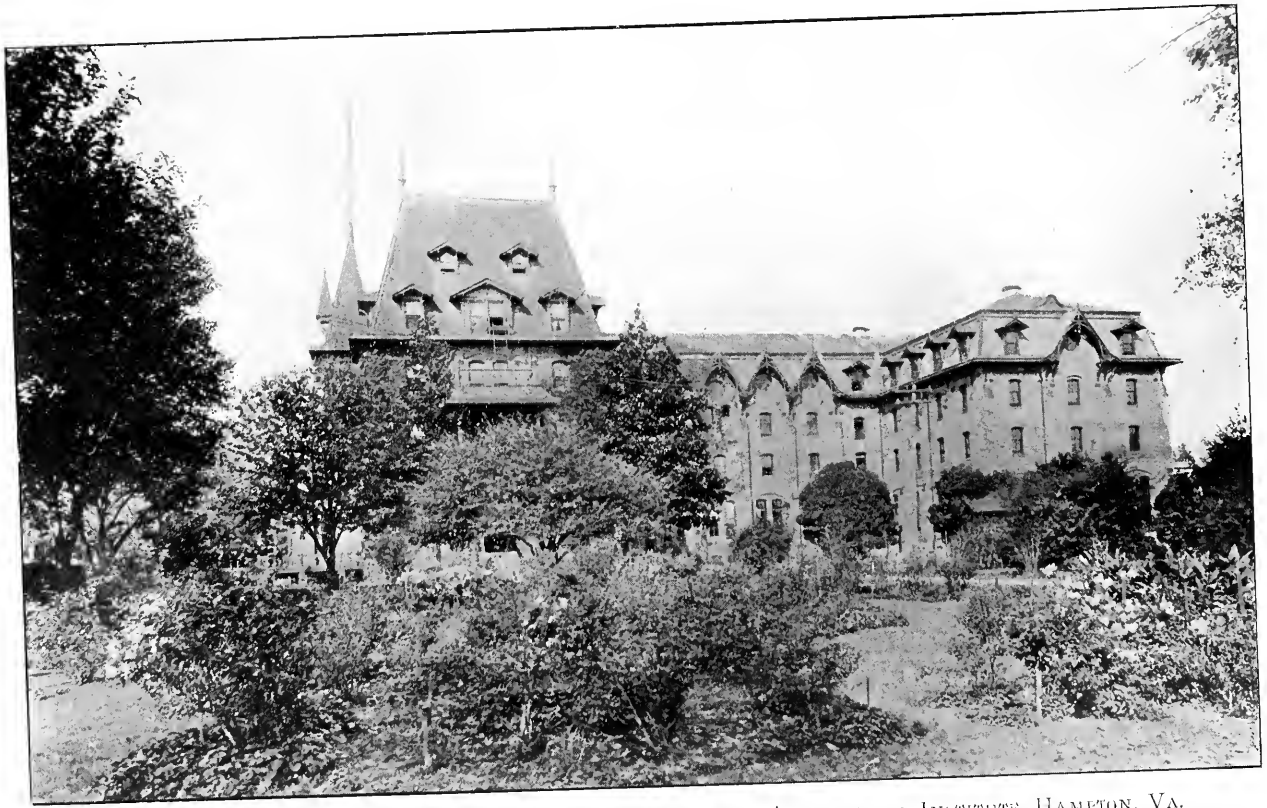
We of Virginia felt that there was need in our State for exactly the same work that was being carried on in North Carolina, Louisiana and Mississippi. And yet I might say, perhaps, that Virginia has done much more in the past for the cause of education than have these other states, but there seemed that much more remained to be done.

Appointment of Field Agents

First was it necessary to bring two of the best men in the State into the field in order to do this work of educational evangelization in the Old Dominion. We decided upon two men who had gained great reputation for the work they had accomplished. One was Dr. Frazer, at the head of the State Normal College in Farmville, Virginia, and the other was the Hon. Henry St. George Tucker, of Lexington, Virginia. Both of these gentlemen declared their willingness to enter into this work, and I shall ask that they be allowed to give some report of the work that they have done, for they are the men who have been doing the work in Virginia, and I think you ought to hear from them.

Position of the Governor

There are one or two things connected with the work in Virginia that justify great expectations. A reference has been made to the Honorable Charles B. Aycock, Governor of North Carolina. I wish to state that we in Virginia have just such another Governor. Governor Montague met with this Committee at its first meeting in Richmond and expressed his entire willingness to co-operate in the work. He took the most unequivocal stand for public education, and in the strongest terms expressed the hope that the public schools shall be made free from politics, and that as far as possible the indus-



Virginia and Cleveland Halls, The Hampton Normal and Agricultural Institute, Hampton, Va.

trial element be introduced into every school of the commonwealth.

Help Rendered by the Press

I desire to express my appreciation of the work done by the press of Virginia. Some of the representatives of that press are here this morning. I may allude to the *Richmond Times*, because it has done the work which is most important, it has opened its columns, giving broadsides every week, and joined its forces in co-operation with our work. What has been true of *The Times* has been true more or less of the whole press of Virginia.

Work of the Women

I also desire to express my appreciation of the work of the Richmond Association of Virginia. This is composed very largely of prominent ladies, who have taken up this work as Dr. Frazer and Dr. Tucker have taken it up, and have organized throughout all the State, designing to press forward this educational campaign.

I think the men really doing this work ought to be heard from, and now I will ask Dr. Frazer to make his report.

VIRGINIA'S EDUCATIONAL OUTLOOK

ROBERT FRAZER, of Warrenton, Va., Field Agent of the Southern Education Board

The initial aim of the work in Virginia was to get a fair understanding of conditions affecting public schools, especially those in the country. With a view to this I have visited about seventy schools, in fifteen counties, in different sections of the State.

Difficulties to be Overcome

Peculiar difficulties confront a movement for better schools in Virginia. There is, at first, a widespread feeling of indifference even among intelligent people. It is extremely rare to find a person, not in some way connected with the schools, who has ever taken the pains to visit one of them. In response to many inquiries I have found less than a half dozen in all my travels. And it is by no means uncommon to find men of intelligence and influence who are out and out opposed to free public education for all the people.

With a small but influential class opposed to them and the people at large indifferent, the work of bettering the schools becomes an undertaking of no ordinary weight.

Another difficulty, and possibly a greater, lies in the undue multiplicity of schools and their consequent weakness. To find three or four schools where a single one would meet all reasonable demands is quite a common occurrence. I know of cases where a still greater number of schools might be conveniently consolidated: in several neighborhoods, six; in one, seven; and in another, nine.

Another source of weakness lies in the inefficiency of our teachers. It would be hard to overstate the gravity of the situation in this particular. An intelligent farmer, whose county has advantages for equipping schools far above the average, says there are six schools within three miles of his door, and yet he is unwilling that his children should attend any one of them, notwithstanding that he can ill afford to resort to a pay school. I recently visited a neighborhood where, in a radius of about one mile, there are three public and three private schools. Similar cases are lamentably abundant.

In the interest of an organized movement among educators for freeing our schools from the various hindrances that beset them, and devising steps for better things, I have seen prominent officials in all the leading institutions of learning in the State. Without exception they have given assurance of their interest in the movement and of their readiness to work for its success. We hope to effect this organization in the early part of the summer vacation.

Normal Schools

The State owns and supports two normal schools: one at Farmville for white women, and one at Petersburg for negroes, this latter being co-educational. For white men it maintains a normal department in connection with the College of William and Mary. Annual state appropriations are made to the Hampton Normal and Agricultural Institute. The normal facilities thus furnished are utterly inadequate to our needs. At the recent session of the Legislature the appointment of a committee was secured to look into the establishment of an additional normal school for women, with provision

for manual training. This committee is to make its report at the coming session of the General Assembly. Efforts will be made to see that the committee is thoroughly furnished for a favorable report.

Consolidation of Schools

The practical end to which the Virginia agents of the Southern Education Board are first addressing themselves is the grouping, in conspicuous centers, of several schools into a single well-equipped institution to serve as a sort of object lesson, setting forth the power and value of a genuinely good school. The plan includes in each case a school garden and manual training. A number of communities are already at earnest work for the establishment, through local effort, of schools of this character.

It is gratifying to be able to report a most encouraging spirit of responsiveness among the people wherever we go. They are becoming aroused to the importance of the educational question, and before long we hope to have a mighty cry for better schools. Our work is also receiving the cordial endorsement of religious bodies, and the pastors of churches are giving us hearty co-operation.

THE WORK OF THE BUREAU OF THE SOUTHERN EDUCATION BOARD

Report of CHARLES W. DABNEY, Director of the Bureau of the Southern Education Board, Knoxville, Tenn.

Mr. President:

The Bureau of Investigation and Information was organized in pursuance of the resolution at the last meeting of this Conference authorizing the Board "to conduct a Bureau of information and advice on legislation and school organization" to aid in carrying on "a campaign of education for free schools for all the people, by supplying literature to the newspapers and periodical press and by participation in educational meetings and by general correspondence."

The Bureau is located at Knoxville, Tenn., under the direction of Dr. Charles W. Dabney; the chief is Professor P. P. Claxton, and Professor J. D. Eggleston, Jr., is the secretary and editor. It commenced its work on February 1, 1902.

An Educational Clearing House

As its name indicates, its activities are of two kinds:

I. The investigation of the actual conditions of the public schools, normal schools, industrial schools and other institutions having relation thereto. The whole social problem of the Southern people comes within the scope of this Bureau, but for the present its chief activity will be limited to the investigation of the country schools of the South. The unit of public education in the Southern States is the county. For this reason the county systems of education are being systematically studied, especially their condition as regards school-houses, equipment, teachers, supervision, enrollment and attendance, the work done in the schools, finances and local taxation.

The Bureau is making a systematic study of the Southern population, both white and colored, as to illiteracy. Statistics

SCIENCE HALL, UNIVERSITY OF TENNESSEE

illustrating the condition of the public schools in the different states are compiled as fast as reliable data can be obtained, and comparison with those of others in the country will be made.

II. The Bureau undertakes also to supply information on these subjects and on matters of school organization and legislation. It advises with regard to methods of consolidating the schools and increasing local taxation for their support through publication of bulletins, circulars and newspaper notes, seeking to inform the people of the South on all these matters, and through an extensive correspondence it gives advice with regard to a multitude of subjects connected with the schools. Pursuant to this object the Bureau has nearly completed, by the aid of Dr. G. S. Dickerman, a careful study of the population of every county in the South as quoted at the last census, with regard to illiteracy. Some of the results of these studies are presented on the charts exhibited by this Bureau in this hall. The detailed facts will be published in an early bulletin. They show a very sad condition of things in many portions of the South, and a comparison of neighboring counties in the same state shows how complex the problem is, and that the methods to be pursued in improving this condition will have to be somewhat different in every county.

The study of the general educational conditions in the counties is fairly complete in ten or a dozen counties in the states of Virginia, North Carolina and Tennessee, and for a few counties in South Carolina. Some of the results are published in a bulletin submitted to this meeting, entitled "Educational Conditions in the Southern Appalachian Region," to which your attention is directed. Another bulletin approaching completion will compare educational conditions in the Southern States with those of other States in the Union.

The Bureau has done a considerable amount of preparatory work, such as collecting educational reports and papers from all of the Southern States, counties, cities, and also those representing the various educational associations and institutions. This material is being catalogued and arranged. It has collected and classified addresses of superintendents, principals, teachers, members of societies and citizens generally, who are interested in this work.

Bureau Publications

The serial publications of the Bureau will consist of:

1. The Bulletins, which carry the more important reports and discussions.

2. The Circulars, which will be campaign documents, for use in the different states.

3. Southern Education Notes, a bi-weekly publication, designed for the Southern newspaper editor's hook, aimed to supply facts, news and discussions for the promotion of our campaign in the public press. It has been very kindly received, and articles and notes are being most extensively used by the daily as well as the weekly papers.

The first number of the circular explained the origin and purpose of the Southern Education Board. A special edition of 5,000 copies of this, with a letter to the school officers of Virginia, has been distributed in that state. Ten thousand copies of the general circular without this letter have been distributed in other portions of the South.

A second number of this circular, entitled "Thomas Jefferson on Public Education," is being distributed at this time. The first number of the bulletin, entitled "Educational Conditions in the Southern Appalachian Region," is presented to you at this meeting, and will be distributed immediately.

All members of the Conference are respectfully invited to examine the exhibit of the work of the Bureau made in this hall. The chief of the Bureau, Professor P. P. Claxton, will give a somewhat more detailed account of the work.

THE BUREAU OF INVESTIGATION AND INFORMATION

By P. P. CLAXTON, Chief of the Bureau

It is the purpose of this Bureau to gather information in regard to schools and school systems in the South, to study their needs, and to offer suggestions for their improvement. The history of education in other states of the Union and in other countries will be studied for the sake of finding, if possible, what is

best for us to do in order to assure the broadest and fullest development of our educational systems.

The great problem in the South is the education of the children who live in the country and who must be educated in the rural public schools, or in none. The strength of the South is in its rural population, where it must remain for many generations. The hope of the future is the boys who hoe the cotton and plow the corn and milk the cows, and their sisters who care for the country homes. For this reason the rural schools will be our principal study.

As indicated in our formal report, our publications are to be of three kinds: Southern Education Notes, for the use of the press; a monthly circular, for general distribution among those who are actively interested in the work of school improvement; and a series of bulletins, which will contain the results of original study and investigation.

What the Bulletins Will Contain

Two or three of these bulletins are now in preparation and will be published this fall. Probably the next to be published will attempt to show in some detail just what is now done for the education of the children of this section from the kindergarten and primary school to the university and technical or professional school. Later bulletins will contain the results of studies of the rural schools, school support, the preparation of teachers, secondary education, school gardens and school farms, the education of colored children, consolidation of schools, school houses, etc. It is our purpose to print five or six thousand copies of each of these. Like all other publications of the Bureau, they will be mailed without charge to all who are interested in this work, and will promise to read them.

We expect to make a thorough study of the question of the education of children in mill towns. This is already one of the most difficult problems we have, and it is becoming more important every year. I know a mill town with a school population of more than nine hundred and an average daily attendance of less than one hundred and fifty at its eight months public school. There is no other school in the town. In the mills of this town I have seen boys and girls not yet nine years old working at mid-

night. In the Carolinas and Georgia there is already a large mill population, and it is increasing very rapidly. If we would avoid the mistakes made by older manufacturing sections, we must study the problem carefully and act promptly.

The question of the rural high school deserves careful study also. The time has come when a good high school education is as necessary for the farmer, the mechanic and the machinist, as was the ability to read and write a hundred years ago. Scientific agriculture requires a knowledge of agricultural chemistry. The intelligent and profitable use of modern machinery requires an accurate knowledge of elementary physics and mechanics.

The Purpose of the Bureau

It is not the purpose of this Bureau to become a school of pedagogy, but we do hope to do something toward getting into our schools courses of study that shall bear a closer relation to modern life, and methods of teaching less wasteful of the child's time and of our meagre school funds.

We who are connected with the Bureau have our hearts in the work, and we hope to contribute our part to the solution of the many perplexing problems which confront us, and to help in hastening the day when every boy and girl in the Southern States shall be redeemed from ignorance, when there shall no longer be a "forgotten man" or a neglected child among us. There is no safety except in universal salvation, and for this must we all labor.

THE CARNEGIE LIBRARY, TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE, TUSKEGEE, ALA.

POPULAR EDUCATION AS THE PRIMARY POLICY OF THE SOUTH

By the Honorable HOKE SMITH, of Atlanta, Ga.

THIS convention gathers here, with educators from all over the Union and with big-hearted, patriotic philanthropists from Eastern States, to confer upon what to us is the most important of subjects—Education. Education is important everywhere, but it is especially an important subject with us because so necessary and yet surrounded with so many difficulties.

Material Resources of the South

A great son of Pennsylvania declared that this is a section upon which the Almighty has with lavish hand bestowed His richest material gifts. The three great raw materials necessary for the development of the manufacturing interests are lavishly found with us. They are iron, lumber and cotton, and we have ample coal and water power with which to handle them. Coal—the coal of the South is larger in quantity than that of Russia, Germany, Belgium, France and Great Britain combined. We have water power in limitless quantities. The price of pig-iron in Alabama today fixes the price of pig-iron the world over, the standing timber of the South is one-half that of the Union, and we raise seventy per cent. of the lint cotton that goes to the manufacturers of the world.

The Need of Trained Intelligence

This is nothing new, it has been the condition for a century, and yet what have we done? We are away behind in the development of industrial enterprise. The little state of Massachusetts, with her barren hills and with scarcely any resources but her granite, has shipped iron from Lake Michigan, lumber from the West, cotton from the South and coal from Pennsylvania, and has sent her manufactured products throughout the world. While Massachusetts has furnished her manufactured products of our own

raw material to us, doubled in price by the skilled mechanics of Massachusetts, we have been lagging behind in the march of industrial progress. Why? Not because our people lacked the natural ability. The earliest settlers of western North Carolina and South Carolina and Tennessee displayed a genius for handling iron and manufacturing cotton. The story is a simple one. I turn back the pages of history but that we may be prepared to emblazon their pages in the future. We gave our time to raising slaves and to the single industry of agriculture, while Massachusetts trained the minds of her children.

The work to which I call you today is an earnest, devoted, consecrated work. It is our work, work for us of the South. We hold our hand out to you, Mr. Chairman, and thank you for coming among us, but we say to you that we would be unworthy your coming did we for one moment hesitate to tell you that the education of all the children of the South is our work, and by God's help we mean to bear it. And we mean to carry it on until every child within the borders of the South, white and black, shall have a thorough education.

The Industrial Awakening

And while we think of our unwise conduct in the past let us not be entirely discouraged. Already the light is beginning to shine. Take the single example of the cotton industry as an illustration. The cotton manufacturing of the South has increased in the last twenty years one thousand per cent., and last year we built more mills than all the mills we had twenty years ago. Already technological institutions are being established throughout the South, and more than two thousand of our boys are today being trained in them to develop the resources of our beloved section. To these institutions we pledge our loyal support. For them we, the people, will demand from those who represent us a liberal contribution from our taxes.

In every city and every town where public schools have been established let us not be content to simply teach the "three Rs"; let us see to it that manual training and domestic science, properly taught, shall help to fit our children for the struggle of life.

Let us whenever we are able, while we thank our friends from abroad for helping such worthy work, let us of the South,

if we have a few dollars to spare in addition to what we pay for taxes, let us give it with a free heart to so noble a work in behalf of our children.

The Problem of the Rural School

But, as you have been told, the rural school question is the great problem. Between eight-ninths and eight-tenths of our people live in the country, and yet not one-third of our agricultural lands are today being tilled, and that one-third not tilled one-third as well as they should be. What an opportunity for development is offered here, what a field for natural growth opens to our people, what riches are in store for our section when old Mother Earth receives the proper culture from her sons and daughters! What blessings can be carried to these people of the rural sections when first-class schools are furnished to all of them!

The sparsity of the population, bringing with it an enormous increase of expense, is the most serious problem connected with our rural schools. Let me illustrate our difficulties as compared to those of Massachusetts by calling attention to the differences of our condition in this regard: Massachusetts has eight thousand square miles of territory; Georgia (I take Georgia by way of illustration because of being so much more familiar with my own State) Georgia has fifty-eight thousand square miles. The people of Massachusetts are worth five times as much per capita as the people of Georgia. The population of Massachusetts is four hundred thousand larger than Georgia, yet we have two hundred thousand more children. Thank God, we are not without our blessings! Blessed is the man whose quiver is well filled. Massachusetts can build a school to every square mile and have sixty-five children to put in it. Georgia to every square mile has eleven children, and of these six are white and five are black. This requires two separate schools. Yes, separate schools for whites and blacks, and this question with us is settled. We decline even to discuss it. It is with us a sacred question. Back of it we will lay down our lives.

A Look Before and After

But, my fellow-citizens, when I concede the disparity of means among our people as compared to our co-patriots of Massachusetts, I do not mean to disparage the natural resources of our section.

In 1860 the wealth of the Union amounted to eleven billions of dollars, and the South had five billions and two hundred millions of that amount. The war came with its devastation, and after the war conditions I do not care to discuss. We lost three hundred millions in wealth between 1870 and 1880; 1880 found us two billion and four hundred millions worse off than we were twenty years before. But conditions righted themselves. An all-wise Providence watched over us. We never lost hope, and today we would be absolutely inexcusable if we had any doubt about the future.

Our people are burdened with taxes and this is one of the hindrances to our progress in raising money for our schools. By a peculiar device between 1868 and 1870, large bonded indebtednesses were created, the fruits of which we have never seen as a blessing to our own people, the interest on which we continue to pay. I speak this historically. I speak it that we may not be discouraged at our own poverty, that we may not be discouraged with our past record, that we may consider our present conditions in view of the past and may turn our faces to the sunlight of the future, each man and, above all, each woman, determined to contribute a full part.

What Georgia Has Done for Education

With the improvement of conditions we have not been altogether neglectful of the education of our children. We have not done what I would have had our people do, but we have done much. In 1871 Georgia appropriated $175,000 to popular education; in 1901 Georgia appropriated $1,500,000 to popular education. In 1871 two cities in the state of Georgia supplemented the state appropriation with local taxation for the support of their schools, and today I can shake hands with the Governor of North Carolina and say that there is not an incorporated village in Georgia worthy of the name that does not supplement the state funds with local taxation and run schools during eight months in the year. A number of our counties have levied a local tax to supplement the state appropriation so that their schools also may be conducted eight months in the year.

It is impossible to have a thorough system of schools in the country until we run them eight months during the year. I for

one, call upon you, my fellow-citizens, I call upon you, friends from other parts of the State, to go to your homes with a determined purpose to arouse your people until all the political leaders become as devoted to public education as the Governor of North Carolina. If I had a chance to vote for a member of the Legislature, a member of the House or a member of the Senate, I would find out from him before I voted what he intended to do on the school question. If I had to vote for a candidate for Governor I would want to know first, "How do you stand about the education of the children of Georgia? Are you going to waste your time in office studying some great national problem that you have nothing to do with? Are you going to disturb your mind about the condition of Cuba and the Philippines, or will you seek to handle subjects within your reach and develop the power of the children of the State?" Oh, my brethren, how easily we forget what is around us and wander off after something we have nothing to do with! My fellow-citizens, my countrymen of the South, you are to blame as well as your representatives. If you will take proper interest in the schools of the State, if you show a real zeal for the education of the children, the public treasury will open and the schools will never be without funds.

Our rural school question is fraught with serious difficulties. We have not sufficient schools, we have not sufficiently good schools. The problem as to whether the number is to be increased is a local problem. A general rule cannot be adopted for the entire State—it is one to be worked out at the particular place by the local authorities.

We have another difficulty—our bad roads. A sparse population makes bad roads, and there is the difficulty of reaching the schools after you establish them.

The Teacher's Salary

I think that there is but one difficulty about our teachers. The day we pay them enough and give a year's work to them our schools will rapidly graduate them and fit them for the work, and they will seek it and do it well. You can find some patriots, some lovers of their fellow-men, who would go out and work in a country school five months for nothing, and do it faithfully, but the necessities of life preclude that a force of that class to the ex-

tent of from five to ten thousand could be organized in any state—no, not even in patriotic Massachusetts. The people of Massachusetts have shown wisdom by not trying such an experiment. They have had sense enough not to expect it. And whenever you feel that your child is not properly trained stop for a moment and consider whether the teacher has been properly paid.

Self Help and Philanthropy

We must provide for eight months schools throughout the country. We must raise the money by state contribution and by local assessment. Better school-houses can be given, built partly by the people in the locality, but aid for their building furnishes a noble opportunity for those of us who have anything to spare. How much good can be done a locality struggling for a good school-house by saying, "You need two thousand dollars for your school; two or three of us will give one thousand dollars if you will raise the balance." We can make such contributions in Athens and in Atlanta, and with no feeling except of appreciation and self-respect the men and women in the less fortunate country districts can accept the assistance. With the same view I thank the gentlemen from the East for what they have done. It would be unmanly in me, if I have plenty to educate my children, to allow the most philanthropic to aid me, but we know there are thousands who have not the means, and the burden has thus fallen heavily on the rest.

The Negro Problem

Ninety-five per cent. of the taxes in the South are paid by the white men. Over $100,000,000 has been spent by the South for the education of negroes. The white men have been in control in every State throughout the South, and yet, after paying the school taxes, they have with equal justice distributed it to black and white. Do not misunderstand me. We are not entitled to a particle of praise for it; I simply mention it to show the burden we have carried and how we have acted. Could we be so blind, we in the Southern section, as to wish fully half of our population to grow up in ignorance? But education does not apply to the mind alone; it is the leading forth of the child, in mind and character, to nobler service.

Are we so blind that we would be willing to leave nearly half

of our population groveling in darkness, mentally and morally, and hope to surround ourselves by the light? You may say there was a time during slavery when there was no danger, but, my fellow-citizens, you cannot apply the rule to the conditions to-day. Slavery does not exist—thank God for it! The negroes are free, independent men and women, and unless their minds and characters are lifted upwards, the danger is that they may rapidly go backwards. I am not prepared to condemn the original institution except as to the injury it did us. I have had some experience for three and a half years undertaking to manage a half-savage race, and I believe the only speedy road to civilization is by subjugation, and it may have been a part in the plan of the Almighty that the negro should have the benefit of slavery to civilize him. If so, it was our burden, and we carried it. Be that as it may, we brought them here, they did not come of their own accord. They are not going away, and we don't want them to go away.

Then what are we going to do about them? As intelligent and Christian character pervades the men and women of our section they will become unanimous in favor of educating the mind and heart of the negro children as well as the mind and the heart of the white children.

The Poor White

But, Oh, my fellow-citizens, the sense of duty is not necessary to warm the heart to the white children; they are blood of our blood and bone of our bone. They are descended from long lines of patriots through the most genuinely American stock in the American union. They are brave to a fault, they are generous and noble in their instincts, they are moved by a patriotic devotion to their country, and nowhere in all this land can be found a race of people more absolutely devoted to the "faith" than our people in the rural sections. What a people to build a citizenship on! What grander characteristics could be required as the basic foundation of a people to be led forth into mental strength and moral force! How many from them we may hope will come who could grace the Senate like Ben Hill, or the Bench like Logan E. Bleckley, or delight us with their genius like Joel Chandler Harris, all three of whom came from the simple rural walks of life.

More Schools and More Teachers

My fellow-citizens, we must have more schools. We must raise all we can by taxation, and where we have anything to spare of our own we must deem it a privilege to give it. It is not so much the lack of interest on the part of our country people, it is discouragement on account of the situation which confronts them.

When we go out amongst them and help them build a schoolhouse or when we help them by supplementing the teacher's salary so that the school can keep open eight months in the year, or send them libraries to instruct and delight, we are doing the Master's service.

We must have more teachers and better teachers. But it is suggested that it will take such an age to graduate them at the Normal School of our State and that we must not rely upon it alone. We must give to it—to that institution, than which I recognize none in Georgia is more entitled to the loyal support of every true man and good woman—we must give to it the funds it needs to advance its work. But the opportunity does not stop there. There are high-schools in Georgia where with a little help the graduates can be taught in normal work and fitted for school service. When we have any spare funds that we are ready to distribute let us go to such schools and pick out girls who are willing to pledge themselves, like our students at West Point and the naval academies, to a term of service as teachers, and let us furnish them with the means to complete an education, allowing them to return the gift by going out into the country and teaching the children of Georgia. From our high schools and city schools there are graduates who, with a little help and encouragement, would be willing to devote a number of years of their lives to such work. Are we to carelessly think of our own affairs and in selfishness sit down quietly while these children are growing up in ignorance without our help? Or are we to embrace the opportunity and enjoy the privilege of aiding in this work? With the necessary funds a thousand teachers could be graduated in twelve months in each southern state fairly well equipped and with earnest hearts and minds on fire to go with a missionary spirit to the children of the rural section to lead them onward and upward.

View of the Campus, Virginia Polytechnic Institute, Blacksburg, Va.

A Work of Consecration

This is a great work. Part of it can be done by popular taxation, part of it can be done by those of us even here who are willing to deny ourselves unnecessary luxuries that we may enjoy the blessed privilege of reaching down and helping our brethren. Can we tire of such a work? As well might the angel that stands at Heaven's gate tire of his task, though each time he swings the gate ajar another soul is ushered into Paradise!

Oh, my fellow-citizens, this is not a subject for idle speaking, it is no subject for mere enjoyment. I believe that the men and the women before me have a spirit which moves them, as when in their church work they seek to serve their Master.

I call upon the organization of the women of Georgia to help, and I want to say that from no part of our people can such inspiration and service and moving power come as from you women of Georgia. The men are busy in their stores and in their offices. Pray with them when they come home at night to use part of what they make to help educate the children, and lead them by your influence and inspiration never to fail at the ballot-box to demand popular education for the children of our State.

It is taught us that we must train the child in the way he should go if in mature years much is to be expected of him. Our forefathers, those earlier patriots, were earnest in their religious views; they believed in the old doctrine that we are our brothers' keepers. In our organic laws they stamped the doctrine of human rights. If we are to be true to the faith and teachings of our ancestors, if we are to obey the spirit of our organic law, we must train the children of both colors, leading them, through eight months of schooling yearly, to their minds' highest possible accomplishment.

I thank you gentlemen for what you are doing to help. I pray God that we may do our duty. May He, in His infinite strength, give us power, and in His infinite wisdom point to us the way.

EDUCATION AND THE VOLUNTARY TAX

By C. B. AYCOCK, Governor of North Carolina

IT is an easy thing to come here to these great meetings of the cultured and learned and be entertained, but the real work of this Conference is to be done in the rural districts, where you have got to go to the people because the people will not come to you. When a man is hungry he will come to you for bread, but, unfortunately, ignorance differs from hunger. If a man is hungry he comes and says, "I want bread," but we have to go and insist that the ignorant shall be educated.

Local Taxation

Some of our people here have said that the people are afraid of taxes. They are, and they ought to be. There never has been a battle fought for English and American liberty and won that has not been fought along the line of taxation. Taxation is a dangerous power and the people ought to say at every point when and how they shall be taxed. The taxation about which we fought was taxation that was spent by a king in ostentation and oppression and the people learned that to keep themselves from being oppressed they must keep the purse-strings; but the taxation that goes for the upbuilding of the public schools is the very freedom and liberty of the people.

Let us not complain of the sensitiveness of our people upon the subject of taxation, for it is ingrained and beats with their blood. What we want is to leave off discussion and get the strength and benefit that comes from community of action. We want local taxation, for the States are poor and they are proud—I believe they say the two go together. We are proud, and, poor as we are, eager and anxious as we are to uplift our people, we recognize that it would not uplift us if some kind-hearted people came along to pay for our instruction. Education means some self-sacrifice to achieve the higher and better things. I want to

say to our distinguished friends while in conference here together that I count it far more gain to the cause of education that we meet together as brethren and discuss these matters than the gift of all the millions which they could pour into this work.

Eighty-two per cent. of the population of my State dwell in the country. I have quit talking to the towns of our State—I go straight to the country, and I desire to impress it upon you that your workers should go to the country and stimulate the people to vote for local taxes for the public schools and help them in every way until the rural districts shall regain what they have lost and become what they used to be—the strongest part of this Southland of ours.

The Devastating Flood of Ignorance

The national government is about to appropriate funds for the preservation of the Appalachian forests because it is necessary to prevent floods from sweeping down and devastating the country. I say that the flood of ignorance that is sweeping down will destroy us unless we strengthen the people here at home and avert that flood which threatens our rural districts.

These people have in them the same blood that flows in your veins and the same Revolutionary ancestry, the same blood that was left by the bleeding feet of their ancestors at Valley Forge, the blood of the men who followed Stonewall Jackson and Robert E. Lee; they have in them the blood of the gallant men who followed with Pickett and Pettigrew up the heights at Gettysburg to meet men as brave as themselves. All they need is to see the truth, and when they have seen it, they will take up the fight against illiteracy and carry it on.

The Cry of the Children

Men of the North, men of the South, women of both sections, why sit we here idle when the struggle calls us to the fight? In those days of '61 to '65 what were you doing? In all of this splendid Southland of ours there was the sound of marching troops and the martial drumbeat, and the tears of our women watered the land. They gave up all they had, they sacrificed every dollar, everything of value; they laid aside the things which belonged to the life of luxury and refinement and the circumstances under which they had been born and reared and took up the labors of the field and of the factory—

and we sent more men to the front than we had voters in the State. What were we fighting for? Men of the North, you said you were fighting for the Union, fighting to free the slaves. Men of the South, we of the South were fighting to assert our independence. Only the very old men were left here to enjoy that independence, and women's hearts were breaking while the men were offering their lives for their cause. You were fighting for your children. If you gave in war the lives of your men and the destruction of your homes, now that the Union has been preserved, and the negro has been freed, and we have achieved a more glorious independence in the South than we have ever before enjoyed, what hinders it that we sacrifice the time and money that is necessary to build up the rural schools in these States?

God give us patience and strength that we may work to build up schools that shall be as lights shining throughout the land—ten, fifty, a thousand candle-power. Behind this movement for the education of the children of our land there stands the One who said, "Let there be light."

THE CHILD AND THE STATE

By EDWIN A. ALDERMAN, President of Tulane University

Mr. President, and Ladies and Gentlemen of the Conference:

THERE have been many moments in recent years when all Americans have felt the reality of our restored Union. There came such a moment last summer when the good President lay dying and when, somehow, there entered into the dullest spirit of the land a sense of love of country and pride of race and intimations of immortality; but I believe that this assembly is the largest event in the direction of rational American unity which has occurred in this generation. This is an assembly of the representatives of all classes of educational institutions and educational forces. Heads of great Universities that once sat apart in Olympic isolation are here, and humble school-teachers, clad in new robes of civic usefulness and civic self-respect. Men and women of the North and of the South are here with their memories swept clean of all bitterness and misunderstanding; men of affairs of the North and South are gathered here with constructive purpose in their minds, with willingness to compromise, to readjust old view-points, to shed old prejudices and reconstruct new theories, and above all to covenant highly with themselves that this educational crusade shall not cease until every child in this nation, high or low, white or black, bond or free, shall be emancipated from the great, black empire of ignorance and of night.

The Larger Patriotism

These friends of ours are not here as critics or missionaries, but as serious-minded citizens who perceive the difficulty and the majesty of Republican citizenship, who really love their country throughout all its length, and who count it the glory of good citizenship to seek to translate ideals into institutions. In some wiser and gentler age men will write the names of such men upon arches, and will

raise monuments to their memories. And surely we of this Southern land, who have taught the whole world a lesson in self-reliance, are not here as passive alms-takers. We bear great burdens. We have borne them not unworthily. We shall continue to bear them in our determined fight to readjust our section to the modern world, and to enter completely into the national life of the Republic which our fathers helped to build, but it is a tonic to the heart and the will to find friends, I may say brothers, from all over America who understand and who are strong in courage and in sympathy and in faith.

If I had a boy and wanted to teach him good, straight, honest, vivid patriotism, I would not much care to carry him to a battle-field where men had shed blood and torn at each other's throats, but I would rather wish to bring him to such a place as this, where he might see the play of human sympathy and human purpose at its very best, where he might see men and women of strength and power, unafraid of changing their views, unashamed of honest emotion, informed with iron purpose and touched, as I have never before seen a body of citizens, with the moral and political value of childhood and of the meaning to the nation of the dim, toiling thousands who dwell untaught in the shadows of the world.

I believe that Democracy is the highest expression yet evolved of the governmental purpose of men. I believe that the nicest and most difficult task of a Democracy is the education of all the people. This supreme task is especially difficult in a rural democracy. It is still more difficult in a rural democracy where there are two races which must be forever educated apart. It is still more difficult in a rural, bi-racial democracy but yesterday submerged by war and invasion, and just freeing itself from the stunting inheritance of grinding days of poverty in which small means were used to forward great ends. This is our great task—and I think we may well thank God that we are here and are alive and have stomach for the fight.

Public Education and Public Opinion

Fifteen years ago, those of us who were then battling for a proper educational system often heard such statements as these masquerading as serious arguments. I mention them for their archaic value,

for they no longer hinder or obstruct: How far has the State a right to educate its own children? As if it were not the chief business of a State to educate its children as far as it pleased. Will not the public school make the children of the Republic Godless? As if anything could be gained by keeping the children ignorant in order to keep them good. Can we afford to educate? As if it were not better to spend money to make men, than it is to sacrifice children to save money. Is it not dangerous to educate the masses? As if anybody knew who the masses were and as if the nation had not dug its most flashing jewels from that mine that the thoughtless call the masses. The mustiness and harmlessness of these arguments to-day mark the growth of the public intelligence and the sweep of public vision during these fifteen years.

Much more serious was the lack of educational leadership in that pioneer period. The teacher had not then come to be a social force, the philosopher and friend of legislators and politicians miraculously turned statesmen. The teacher was an anæmic and blameless personality who was set apart to teach the unteachable, to govern the ungovernable, to reform the incorrigible and to parse the unparsable. He was not thought a fit one to step out in the open and take part in the great, thrilling, rough work of making freemen in a democratic society. The statesmen of the day spent their time discussing drearily the dismal trinity of the tariff, the currency and the fear of negro domination, and upon these altars the best brain and blood of twenty years of Southern manhood were offered. I have seen in my life that splendid miracle we call the birth of public opinion. I have seen it arise humbly and simply and timidly in a few hearts and minds. Public opinion is the resultant of the search after truth and its discovery by the great mass of people. The individual begins his quest earnestly, humbly, simply, and one day he finds it with gladness at his heart. The masses in their search may be frightened by noise and the truth sought may retire into covers and corners, but its volume grows until it becomes vast and serious and solemn and resistless as the movements of winds and tides.

Public opinion demanding adequate school facilities for all the children has come to exist as a mighty conviction, and there

is no man so brave or foolhardy, who values his political life, who dares to stand flat-footed and declare himself unfavorable to the development of the public schools in these Southern States. Indeed, the up-to-date Southern governor, instead of spreading abroad assorted misinformation about the currency, is an educational expert, and upon a pinch could conduct a teachers' institute.

Three Fundamental Conclusions

The South has reached three fundamental conclusions. It has decided first that no civilization can grow great in poverty, any more than a man can grow and work when he is hungry. They have, therefore, decided that they must know about machinery, the organization of industry, and the application of the sciences to the useful arts. They have learned the trick of industrial power, or rather re-learned it, for their grandfathers knew it. You had but to look, my friends, at that long line of cotton factories flaunting their smoky banners to the skies, to know that the agricultural South had become the industrial South. We have enrolled ourselves among the industrial democracies of the world and sleepy little towns that once indulged in hot talk about "states' rights" and "squatter sovereignty" are now busy sending salable products to the four quarters of the globe.

The second fundamental conclusion of the South is that public education is an investment and not an expenditure and that, therefore, common schools for both races must be everywhere established and maintained in order that the productive power of the community may be heightened, that the standard of conduct, happiness and intelligence may be raised, and opportunity given to discover the precious "lad of parts" whose spark of genius may be kindled into leadership for the great affairs of the world. The South sees, as it has never done before, the spiritual and political value of childhood. Every awakening among men has been marked by a turning toward childhood for the realization of its hopes and dreams. The awakening South sees childhood as the French saw it, aghast at the havoc and fury of the Revolution, as the Germans saw it, crushed under the iron heel of Napoleon, as the French saw it again amid the ruins of the Third Empire. The going of a Southern boy or girl to college is not an ordinary incident of adolescence. It is most frequently the result of a su-

preme sacrifice. They throng these halls to-day, but far away in some simple home their fathers and mothers are lying awake in the still hours taking counsel together how they may work a little harder and rest a little less, how they may save here and scrimp there, how they may deny themselves the coarser joys of life that this child of theirs, bone of their bone and flesh of their flesh, may be lifted up into some larger life where the air is fresher and the waters sweeter, and the vision wider. And these boys are stronger for this tutelage of self-sacrifice. Hardship seems easier to them, self-denial gleams fairer to them, opportunity shines gentler for them, duty looms grander before their eyes and without doubt and without boasting, I trust, they are the noblest potential citizenship in this American Republic.

The third great conviction of the South centers around a change in the conception of the State. I can remember myself when the State was looked upon as a sort of machine for the protection of life and property, and its highest and holiest duties were symbolized by justice and penal laws, by the hangman's rope or the policeman's club. But the change has come. To-day the State is the collective will of the people expressing itself in laws and institutions. The State has a brain, a heart, a conscience and a will. No false and crude individualism stays its mighty hand, but it is informed rather with that large individualism which has a tender eye out for the children of the commonwealth (for the grown folks are usually past saving) and which has a resolute purpose to make out of them for their own sake and for the State's sake everything that can be made.

Taxation a Tribute to Civilization

But there still remain two great forces that we shall have to fight in order to achieve the permanent and beautiful self-realization of our section. Governor Aycock and Doctor McIver spoke to-day of the tax-hater as a foe to progress. Taxation is the involuntary tribute which civilized men pay for their share of the common good. Taxation may not be for the common good. Then it is a curse, and its use tyranny and the breeding of war and revolution. When it is used wisely and sanely it is the greatest beneficent contrivance of civilization to achieve high public ends. Men, there-

fore, should simply watch its use and not blindly hate it as savages do who deny themselves civilization in order to escape it.

When I came into this world I have every reason to believe that I was a small, reddish object, with no discernible rights and with no gold spoon in my mouth that I can remember. If I was nourished and protected and cared for, and taught and led into the ways of life gently, it was not because I owed it to any merit of my own, but it was due to the constitution of human society which I found when I got here, and this structure of society was built up by the toil and blood and self-sacrifice of generations before my birth, without which my share of the good things of life would be a stone cave and a flint axe, and I would be a naked savage dancing in the moonlight. When my hour of strength comes and I am asked to do my share for the young hands that reach up into life, I ought to be ashamed to say no, but if I am not ashamed society ought to take hold of me rudely, if necessary, and make me do it.

The Education of the Negro

The second great difficulty gathers around the education of the negro race. There is much confusion of thought here, and any contribution in the interest of clear thinking on this subject is of genuine value. The day of emotionalism and passion on this subject has passed. The negro race is a child race, backward in training and inferior in type to the race which surrounds it. The problem is to apply to this backward child race, slowly reaching up after the essentials of modern civilization, the agencies which will enable it to achieve real freedom and real usefulness. Freedom is an achievement, not a legacy. The free man is the man, white or black, who knows how to earn bread and clothes, who can sacrifice the present joy for the future good, who perceives the value of property and the meaning of membership in society, and so slowly grows into possession of his highest inheritances, the political, the literary, the scientific treasures of the world. The negro must grow into this freedom, for he is an American citizen. The white man must help him to this growth. To emphasize his political rights is to put the emphasis in the wrong place, for, as a race, he is now unfit for political power. Socially, he must grow utterly distinct and separate from the white. He must make his

own society. This is not race prejudice. It is simply race consciousness, and his growth can proceed on no other hypothesis. But there must be constant growth to real freedom, and the *nation* is responsible. To leave him untaught is to act in an un-American, un-Christian, immoral fashion. In saying this much, I believe I have voiced the conviction of all thoughtful, earnest men and women in the Southern States. The real, practical question is not shall the negro be educated? but *how* shall the negro be educated? We have spent thirty years experimenting on this question, but I believe we are at last on the right track. There is historic fitness in the fact that the great schools at Hampton and Tuskegee have found the right clue and have set the nation on the right track. I have just come from Hampton. I saw a splendid spectacle there. I saw education conceived of as power applied to life. I saw men and women being trained to live *their* lives in *this* age. I saw common sense and good manners reigning supreme in the workshop, in the kitchen, in the class-room, everywhere. I heard men and women of the negro race tell simply how they had put to use in life what Hampton had brought them. Hampton and Tuskegee have something to teach to the whole world in the way of training for freedom a backward, child race. What we need is the splendid, human, common-sense spirit of these places in every school-house, white and black, in the land. When a negro learns to do well things that must be done, he will have no trouble about his economic status. I believe that if one hundred picked men of the South, leaders in different lines in Southern life, would go in a body to Hampton and Tuskegee, and see with their eyes the work there, much of the confusion and irritation about negro education would cease. It would be a wise use of time and money.

The Purpose and Methods of the Board

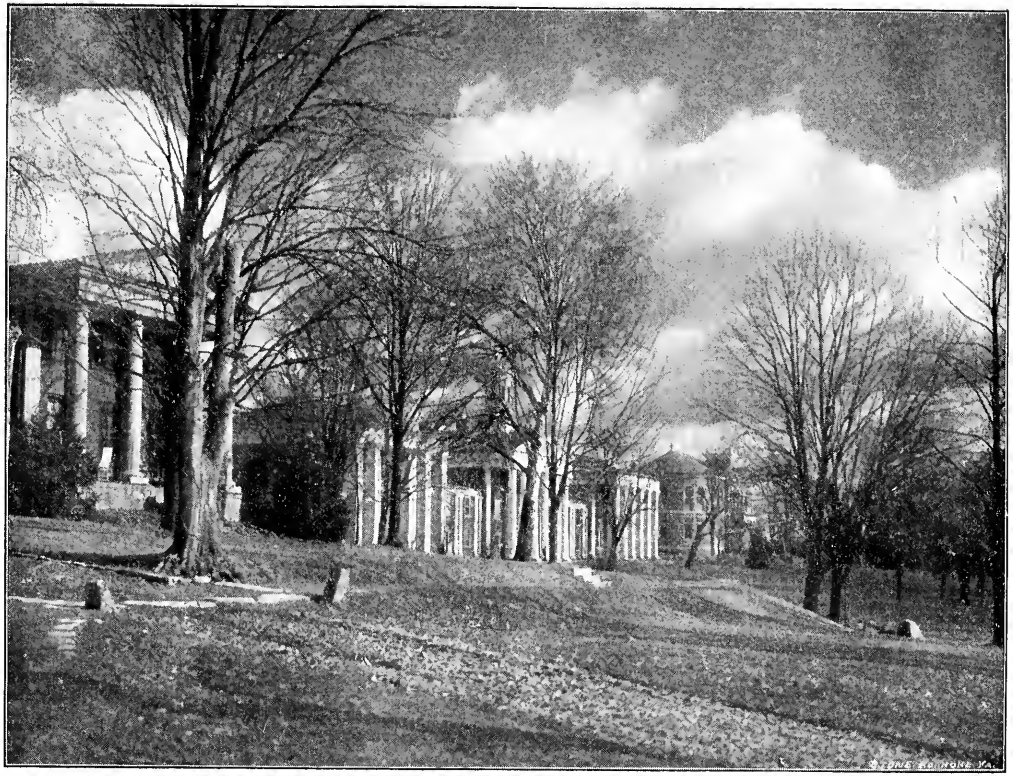
Now, to conclude, let me say that this Board enters the field of usefulness with a faith in the moral earnestness of the Southern people based upon their achievements since 1865. This Board has no new plan to propose. It is conscious that the work it seeks to do is no new thing, but it believes that by annexing its energies to the energies of those already at work, and by going straight to the people through the chosen representatives of the people with

straight, plain, earnest talk and substantial help, the people themselves will make their schools fit for the education of their children. It is a question of informing the public mind, of stimulating the public will and pleading with the public conscience. The children of the Southern states have a right to as good training as the children of the other states in this wonderful democracy. Local taxation is the historic method by which advanced communities have secured for their children a nine months' school taught by a trained teacher in a good school-house. Therefore, this Board pins its faith to that method and its necessary appeal to the people.

A Word to the Southern Youth

I want to say just one final word to these young college men here. Your grandfathers were men of serene spirit, of fire and strength and of such unyielding faith in a theory of government that they were willing to die for it. Your fathers were men who found a prostrate, war-smitten land, and by the exercise of courage and steadiness of purpose, have transformed it into a land of waning intolerance, of industrial power and educational desire. And now it has come to you in the march of events to play the man. There is no particular moment of heroic achievement in this world. Building upon all that has gone before, it is your splendid opportunity to set the cap-stone to all their strivings and to create a just and rational educational system for your section. There has been no such clear call to duty and to bravery, to courage and to strength, since Stein and Fichte called the sons of Germany to rally around the Fatherland, and to lead her, radiant and prosperous, into the family of nations.

May I beg you to annex yourselves to this cause? The first vote I ever cast was for the public schools; the first dollar I ever earned was in the public schools, and, as I look back to-day, no honor has come into my life, no joy has entered my soul, comparable to the annexing of my life twenty years ago to this high service. These men of affairs will tell you that the satisfying thing in their lives is not what they can make, but what they can do, and how they can serve their fellow-men. You may fail in your own strength, but the great cause will never fail, but will go marching on and your souls will go marching on with it, and dignity and splendor and noble peace will come into your days.



Campus, Washington and Lee University, Lexington, Va.

CO-OPERATION IN EDUCATIONAL EFFORT

By HAMILTON W. MABIE, Editor of the Outlook, New York City

WHEN a man is introduced as I have been by President Ogden, in words so generous, with an awakening of hopes which cannot possibly be fulfilled, he wishes he might prepare a form of introduction. I am going to commend to the chairman, whose admirable qualities as a presiding officer I have heard commended by all in attendance upon these meetings, an introduction made by the director of a musical festival. He was introducing a violinist who was to play a selection, and he said:

"Ladies and gentlemen, I have been asked to introduce Mr. Wilson, who will play a piece upon the violin. I have done so—and he will do so."

Before I came here tonight I knew that I was unfortunate, because I had to return to New York tomorrow, but now I find myself following in the shining trail of Dr. Alderman, and I realize the depth of my misfortune. I am reminded of a negro preacher who offered up a prayer at a meeting at which there were to be four speakers. He prayed that the Lord would touch with a coal of fire the tongue of the first speaker, that He would give His inspiration to the second speaker, that He would impart His spirit to the third speaker, and then he said: "O Lord, have mercy on the fourth speaker!"

It is not upon the speaker, though, ladies and gentlemen, that we need, as a rule to invoke mercy—it is the audience.

An Epochal Occasion

I am glad to say here how deeply I feel the significance of this occasion and of this work. I wonder if any of us realize that tonight we are witnessing not the birth, but the further development of one of the great popular movements of our time—one of those movements which shape and modify and change for the better the history of

the epoch. I have thought over the men and the institutions represented here, and if the list were called, you would find the name of every state in the South represented. Here is Virginia, with her ancient college of William and Mary; her noble University, whose white columns shine tonight in the moonlight on her beautiful lawn; and Hampton Institute, one of the institutions which illustrate the truth that man is not born for education, but that education should be shaped to the needs of man. Here is North Carolina, represented from Durham and Chapel Hill and Greensboro, which has become in recent years, by virtue of its enthusiasm, a pillar of fire and of cloud. Here is South Carolina, represented by Columbia and Spartanburg. Here is your own state and your own university, under its honored and beloved leader. Here is your Normal School, carrying its banner at the head of the column. Here is Kentucky, represented by Berea, where I saw the other day a group of young men who had walked from fifty to one hundred and fifty miles to go to college. Here is Tennessee, with representatives from Knoxville and Nashville, centers of light and leading these last years in educational service. Here is Louisiana, represented by the head of Tulane University, who brings his youth and eloquence and enthusiasm at the right psychological moment, and who has kept untarnished the fine traditions given him by that gallant and lamented gentleman, the son of Albert Sidney Johnston. Here also are representatives of Mississippi, Alabama, Florida and Maryland.

Gentlemen, do you know what this means, and do you understand what you are doing? This is another renaissance, this is another new birth. I have felt the contagion of enthusiasm and caught the prophetic note in every speech, and believe that this is just as great a time to live in as that time in the history of Europe when men forsook their vices and put on robes of scholarship and there went throughout western Europe the thrill of a new truth and the beginning of a new day.

The Real Reconstruction

And do you know, gentlemen, what this means in the history of our country? After the war there came the saddest of all sad times, the time of reconstruction—that policy which one of the noblest of men described as the building of a wooden bridge across a river of

fire. This is the beginning of the real reconstruction. Here now in the South itself are the people who must rebuild their own fortunes and build themselves into the nation in order that they may build the nation into a greater unity. Here in the South are laid the foundations of a reconstructed nation in the liberation of every man and woman and child in it from the ancient domination of ignorance. A great man said as he lay dying: "Place a sword on my coffin, for I was a soldier in the war for the liberation of humanity." This is the army for the liberation of humanity. These men are opening the doors of the future for the coming generations of Americans.

The Secret of National Greatness

I have recognized the happy choice which has brought this convention to this city. How has the state of Georgia best served humanity? As nations and peoples and states always best serve it—not by the things they do with their hands, but by the things they do with their souls. No people were ever great yet that served the race primarily with its hands. Who cares for Carthage now? Every man cares for Athens and for Jerusalem, but no man cares for that pile of ruins on the southern shore of the Mediterranean, because the people there were workers with the hands. Every man in this audience is of a different mind because of what Athens was and what Jerusalem wrought.

Georgia's Gifted Sons

I have recalled the long list of those in this great State who have spoken to me. I am reminded that here in this University for a while was one of the purest and most beautiful lyric singers, Henry Timrod. I remembered that beautiful ode read at the dedication of the Confederate cemetery in Charleston, one of the few immortal poems of the war. I remember Paul Hamilton Hayne, who, though of South Carolina, came here.

I remember that this is the state of that noble-hearted man, Sidney Lanier. I remember that he was one of the first American poets who ceased to be a sectional poet and became a national poet. I remember that he saw the larger country and surveyed the wider horizon. I recall that dear old man, loved by everyone, and who reported your Georgia life with such rich humor—Richard Malcolm Johnson; and I recall also the noble Grady, who

came just at the right moment and with the genius of oratory spoke the word of the hour; and I remember Joel Chandler Harris, one of the most original contributors to American literature, one of the few whose work will live, because that work is the interpretation of a form of life already extinct. These are the men who speak for you to the country; these are the kind of men who are to be developed out of your population by the work of these gentlemen.

The Nation's Heroes

It is a matter of personal grief to me that I cannot tomorrow join with you in the commemoration of your heroic dead, that I cannot stand here with bared head to do reverence to the heroic men you are to commemorate. The Japanese have a custom that they call the feast of the lanterns, but which really is the feast of the dead. On every table food is placed, and the lamps are lighted on all the water courses, and back again to the places that they loved come trooping the dead, and are ministered to and made happy.

We cannot recall our dead. They cannot come back to us, but they can live again in our remembrance. They can be honored by the way we discharge the duties they have left us. Your heroes are not the heroes of a section. Heroes are not the possession of any section or any circle of states. I claim your Stonewall Jackson and your Robert E. Lee as heroes of the nation.

Together on the field of Gettysburg the blue and the gray are commemorated and preserved; together in the hearts of this nation the heroes of the South and the heroes of the North are to be kept in everlasting honor and remembrance. I look for the day when in the squares of northern cities will stand in bronze and marble the effigies of these heroes of yours, and when in your squares will stand the effigy of that great, sad man upon whom fell the awful task of ruling a dissevered household; and as we take off our hats to Lee and Jackson the time will come when you will take off your hats to the man that loved you—Abraham Lincoln.

Vision of the Future

I have had a vision, as I have stood here, of this great country in the great new age. Men of the South, warm-hearted and generous-minded, and men of the North, true-hearted and strong-minded, with the far-

reaching faith and plan; and the children of the great West, pouring through the schools and colleges and universities, with the light of the morning on their faces and immortal hope in their hearts. What a heritage! What a people! What an opportunity!

You have had your great sorrows, and I can never read your story without a consciousness of collossal tragedy. Those sorrows were the birth-pains of a great nation of the future, and the warmth of the South, the practical sagacity of the North and the far-reaching energy of the West, will combine to build the nation anew. To that great and new country let us dedicate ourselves—that country which is to be realized by the emancipation of every man born of woman who calls himself not Southerner, not Westerner, not Northerner, but that greatest of all names—an American.

EDUCATION THROUGH HANDICRAFT

By CARLETON B. GIBSON, Superintendent of Schools, Columbus, Ga.

I AM to talk to you this evening for something less than fifteen minutes very concretely upon an abstract subject stated on the program. I am not to tell you what we should do in education, but to tell you the simple, plain story of what we are doing in a town in Georgia in the matter of industrial education for children of the working people.

Conditions in Columbus

In this town of Columbus, which is a manufacturing town, we have a factory population of several thousand souls. Of these people who work in the mills there are perhaps one thousand children whom we have not yet been able to bring into our public schools in the absence of any compulsory education law. The town of Columbus has always been liberal in the support of its schools. By the census of 1890 the town had a population of very little more than seventeen thousand inhabitants, and by the last census it has a little less than eighteen thousand. With only a few hundred increase in population, therefore, the town has increased its expenditures for education more than fifty per cent. It has added to its already good course of the usual studies, manual training, domestic science, art and music, extended the high-school course, and through the generous efforts of some noble women in the town it has three free kindergartens. In the enjoyment of these advantages the colored children share equally with the white children.

An Effort to Reach the Factory Child

But it was seen a short time ago that, with all these facilities, we were not reaching the class of children in the factory quarter of the town that should be reached, and through the generous aid of a very prominent member of this Conference and through the liberality of our City Council we were enabled to establish there

A Class in Basketry—Primary Industrial School Columbus, Ga.

A Class in Manual Training

A Class in Cooking—Primary Industrial School, Columbus, Ga.

what is called a Primary Industrial School, a school that has very few text-books, few rules, no fixed course of study, no grades, and has three sessions a day, not for five months nor eight months only, but for twelve months of the year.

In this school we have perhaps fifteen or twenty lines of handicraft. The children of the mill operatives are taken at the age of six or seven years and kept as long as we can keep them, which unfortunately is not longer than the age of twelve or fourteen. These children at the opening of this school in September crowded into the school eagerly because it was a new school. We had rented an old residence, the largest in the factory quarter of the town. We preferred to rent this old residence because it hadn't the appearance of the traditional school-house, and we wished to make this school rather a school home for the children of the factory operatives than a formal school. We had tried to bring these children into the ordinary graded schools, through personal visits of the teachers and considerable missionary work, but when any of them were induced to enter, as we had no compulsory education law, we were unable to hold them. These children of the inhabitants of the hovels of the factory quarter could not be held with their noses between the lids of books.

Work of the Primary Industrial School

So in this new venture we discarded, to a great extent, text-books, and substituted a room fitted with tools and benches, where they might work at manual training; a kitchen equipped and furnished, where the children might be taught cooking, and several other rooms each equipped for some lines of house-work. They are taught pottery, working in the clay which they themselves find in the hillsides near by, and which they bake, glaze, decorate and burn in their kiln. They are taught sewing, beginning with the simple kindergarten stitching and leading up to garment-making. Some of the girls, though under fourteen years of age, have this year been taught to make their own dresses. They are taught rug-weaving and the simplest form of loom-weaving, the children making their own looms in the manual training room. They are taught basketry, raffia, housekeeping, gardening, etc.

The teachers live in the school-house, where the children can see something of a real home life, better and more uplifting than

their own home life. There are three teachers in the school. Every room is open to the inspection of the pupils. The pupils assemble promptly in the morning without compulsion and begin their work joyfully. Some of them go to a model bedroom, where the girls learn the care of a bedroom, and these girls see something more attractive and beautiful than in their own homes. Some go into a dining-room and learn to serve a meal and to dress a table and care for china. Some go into the kitchen and see a meal prepared and have a part in the preparation, and they learn something of the best way to wash dishes, to sweep, to scour, and to laundry their clothing.

Some Results of the School

When we first established this school, these little children were the most uncivilized barbarians I ever saw. They came to the school noisy and without any regard whatever for the teachers or the building. They came in not knowing what it was to take off their hats. Many of the boys came smoking cigarettes and some of the girls came barefooted with one frock, and that hardly fastened. They were a slovenly set, and did not know what it was to be prompt or to carry out commands promptly. I went to the school recently, and whereas for the first week or so they were very noisy in going out of the building, a few weeks ago I found them the most orderly and quiet set of pupils in the schools of Columbus. There is no compulsion, they are given a motive for everything they do.

It may occur to some that we have neglected the literary work. Though they have no text-books, these children learn to read much more rapidly than children of ordinary graded schools. They learn board work much more rapidly. Whenever they have a bit of cloth to cut up in their sewing they have instruction in measurement, and calculate the number of yards of cloth for a certain number of articles.

The School Garden

In the rear of our lot one of the teachers, with the boys and some of the girls, has started a school garden. The yard had never been used as a garden and the year before had been covered with bricks. The boys began to dig up these bricks and the little fellows, with the greatest joy, piled up their bricks and sold them to each other and used

school money which they themselves had made. This back yard of the school has in a short time been turned from a most unsightly place into a place of beauty. The children have taken the keenest interest in the preparation of the soil, the selection of the seed and the planting of these seeds, and during the summer months (the session lasting through the morning hours only) they spend a great deal of their time there.

The School Term

It is proposed to carry this school on during the summer because we believe that as long as these children are interested in their school work they are far better off in school than if they were running out on the streets. The school has three sessions a day. The morning session lasts from 8 to 10:30 o'clock, then the children are dismissed in order to go to their homes, some of them to prepare the noonday meals and all of them to carry dinner to the fathers and brothers who work in the mills. The children must carry the dinner-pails to the older ones who work in the mill, and the school hours are arranged so that they can do it. They return at 1 o'clock and then there is another session from 1 o'clock to 3:30. Those who work in the mills in the day attend the night session of the school.

A Training for Life

This school has seemed to me to reach this class of children and to interest and develop them as no other school I know of in our section of the country. It will not only reach and interest and develop them, but it is preparing them for the life they are to lead hereafter. I think our whole scheme of education ought to conform somewhat to our social ideal. The South is rapidly becoming an industrial section, and we must make our education industrial. We must educate the children of the rich as well as the poor through manual training and lead them up to a thorough preparation for the making of their daily bread.

THE CHILD OF THE OPERATIVE

By LAWTON B. EVANS, Superintendent of Schools, Augusta, Ga.

IT seems to me that if there is one class of people that needs the influence of school more than another, it is the class that lives in the reek and wither of a cotton mill.

If one child gets my sympathy more than another, it is the one with the pale and old-looking face and stoop shoulders, that indicates hard work in a hot mill, little food badly cooked, and insufficient sleep in a stuffy room. But of such there are many in the mill districts of the land, and they need our prayers.

It does not need an array of statistics to bring to your notice the rapid and startling growth of the mill interests in the South. That fact is known and honored of all men. The whir of the Southern mill is the first note of an awakened industry. It is the overture of a diapason that shall make the mighty pæan of a universal peace.

But with it comes its problems, social, educational and industrial. The factory class is distinct and pronounced, and its peculiar conditions bring peculiar temptations, and these demand peculiar powers of resistance.

The Factory and the School

About ten years ago a great big mill was built on the outskirts of our town. It was a "hummer." About five hundred hands were set to work and for every hand at the loom there were two extra mouths at the home. Before the mill was in operation a great big bar-room was opened and many of the little mouths went unfed while the big bar took toll of the hands.

I saw this would never do, so I set up a school, and the only place I could get for it was the vacant hall above the bar. A house-to-house canvass brought in about fifty children and the teacher in charge was one of the saints of the profession. While lessons were going on overhead, the clink of the glasses and the

A Class in School Gardening—Primary Industrial School, Columbus, Ga.

shouts of the drinking could be heard below. Several times there was a big row down stairs. But the teacher sat steady and the school held on. It was bar-keeper and beer-glass versus school-teacher and reading-class. But we started out on top.

Ours was a motley crowd, showing all the symptoms of neglect. Their faces were unwashed and their hair was uncombed. Their clothes were coarse, rarely clean, and guiltless of any effort toward adornment. They could with all conscience be called "tough." No wonder so, when but few of their parents could read and write, when they lived huddled together in small, unventilated rooms, when they arose at daybreak, ate a hastily and ill-cooked breakfast, put up a cold dinner, and ran on the streets when they did not come to school. It was as much as one's life was worth to pass that way in the daytime, but at night it was risking to the point of foolhardiness. But that was the sort the public schools were sent to redeem. That was the sort a real teacher loves to spend herself upon.

Growth of the School

The year following the school had outgrown the room over the bar and a school-house of two rooms was built in a field near by. Two teachers were needed and a hundred children were gathered in. The year after that serious attention was directed to the needs of the community and the two-room house was turned over to the negro school and a four-room house was built in a better place for the white children. The school grew to one hundred and fifty children.

One day a young teacher came to me begging for work. She was willing to do anything for any price. I told her to go out to the factory, look up and down the streets and get thirty pupils to promise to go to school and when she had them let me know. She was of the right sort and in two days she had collected her school and I had her a room in the new house. Her thirty pupils grew to fifty. By this time we had two hundred pupils in the school.

The community was also growing. There were churches, stores, houses to rent, and people were moving in on us fast. But it was not a school-loving crowd—far otherwise. However, we had to keep up with the times and so we added four rooms to our school-house. We sent four teachers out in the highways, one

after another, to seek for the lambs to bring them in, and they brought them in—poor little outcasts, who agreed mainly to try it awhile and stay as long as they liked it. Thank Heaven, most of them liked it and stuck.

After six years the eight-room house grew to a fourteen-room house and the original fifty over the bar grew to six hundred in a comfortable school-house. The bar, however, is not any bigger than it was ten years ago.

The Mission of the School

If you ask me what the school has done for the children I will answer: It is not the purpose of the school to lift the children beyond work in the mill, but rather to supply in their lives that which the mill can never give them, and that is mental recreation in books and papers, the joys and comforts of a decent home life with all that it involves in the way of sewing, cooking and decorating.

So long as ignorance and stupidity and dullness stand at the loom, and eat and sleep in filth, so long will disease and crime, and dissension and discontent riot with the lives and property of the people.

The lives of the mill people are cheerless and unimaginative, made so by the relentless click of the shuttle as it goes back and forth, beating down their brains and weaving into the cold, gray warp of their lives a filling of unutterable dullness. It is the mission of the school to introduce a thread of gold.

And this is what the school has done for the children. It has worked a regeneration in the lives of the boys and girls who have gone through it. There is no longer any fight over clean hands and cravats. Every boy comes up with his coat on, his shoes polished, his collar and cravat in order, and his hair as slick as a wet seal. His manners have improved with his clothes and there is no longer that stubborn, surly, obstinate look we see in the oppressed, but the open, frank face of the free.

As we near the school we hear them sing and their voices are melodious and soft as they deliver the exquisite harmonies of some great composer. The morning devotions have now more to do with music, poetry and the Bible than with soap, water and towels. They have passed the physical and are well into the spiritual stage of their progress. They have learned to love learning,

"The only place we could get was the room over the bar."
See "The Child of the Operative."

THE SCHOOL THAT WON THE FIGHT.
See "The Child of the Operative."

and they read books rather than roam the streets. Their art they use at home. They have learned how to make the most of the hard life that must necessarily forever environ them.

When the evening glow brings out the people from their early supper and it is yet light and the door-steps are full, I have seen a breathless group listening to some story of love or adventure read aloud by a white-dressed, sweet-faced girl of ten or twelve, who had brought a book home from the school library. She was reading it to the old ones to whom it was otherwise a sealed volume. Instead of leaving them to gossip or quarrel, the school had sent them a missionary who was doing the work of regeneration and not knowing it.

And as the night falls and the crowds withdraw to their early rest, and the stars stand over the grim old school, that has won its ten years' battle, we stand by and think to ourselves, "A little child shall lead them."

DEMOCRACY, THE AMERICAN IDEAL

By FELIX ADLER, of New York City

I WISH to begin by expressing my great gratitude to Mr. Ogden, who has arranged this wonderful journey for us, and to say, in particular, that of the many privileges I have enjoyed, I count it as one of the most precious to have been present at the celebration of the Memorial Day of the Southern States and to learn on that occasion to what noble uses the painful and yet uplifting memories of the past may be put. I wish that all my Northern friends could have been present; nay, I wish that it might be arranged that you should send missionaries to us, men like those whom we have heard at this Conference, that they might come to our cities and tell us in their own way about the problems of the South. I am sure that they would receive a hearty welcome. Many misconceptions would be removed in this manner and the inward reconciliation of the different sections of our country would be greatly accelerated.

I listened at Hampton Institute a few days ago, not without deep emotion, to the plantation songs of the negroes. One of them was: "There's a good time coming when we leave this world of trouble." I have been feeling ever since I attended this Conference that there's a good time coming before we leave this world of trouble. It will be not less a world of trouble in the future than in the past, but some of the darkest shadows of it are likely to be lifted in consequence of the work that has been done and will continue to be done at such meetings as these. I have been impressed by the sincerity that pervaded every utterance and it has seemed to me that from day to day, from session to session, we were helped to rise higher and higher until last night we ascended the golden staircases of Dr. Alderman's and Mr. Hamilton Mabie's speeches and reached to-day the commanding platform on which the statesmanlike address of Mr. Lamar placed us.

A Factory School.

This is an upper grade some ten years ago, described in the article, "The Child of the Operative." It is one stage in the evolution of the school and the pupils.

A Mountain School.

This new school-house at Altamont, Mitchell County, N. C., stands within a few feet of the great divide between the Atlantic and the Gulf slopes. Governor Aycock, of North Carolina, stands directly in front of the door.

The National Ideal in Education

I wish to occupy the few moments at my disposal to say just one or two words. We have heard it said here that the interests with which we had to deal in this Conference were chiefly economical. I may be pardoned for saying that to my mind they seem larger than that—that they seem political, patriotic, ethical interests of the first magnitude. It was Alfred Fouilée who said in his book on education that every system of education must be national, i. e., adapted to the specific national needs of the people by whom it is adopted. Accepting this dictum we shall be led to the conclusion that Southern education, too, which we have here been discussing, must be adapted to our national needs, and must promote the highest objects for which our country exists. It is not enough that it shall foster economic welfare, that it shall increase the wealth of the South and thus necessarily of the whole country, it is not enough that Southern education shall wipe out the blot of illiteracy. All these things are desirable, all these aims must be borne in view, but in addition to and beyond them the highest standard must be applied, the highest American ideal must be subserved. And what is this highest American ideal, the stamp of which on any educational system in this country can alone make it truly national and hence truly satisfactory? The highest ideal for which we as a people exist, it seems to me, is to work out the as yet unsolved problem of a true democracy.

A True Democracy

True democracy as yet nowhere exists, neither in Switzerland, nor in France, nor in these United States. It has but begun to exist, and the ultimate realization of it depends on the fulfillment of two conditions, the first of which is that the best life shall be possible for every citizen. What are we to understand by the best life? A life of material abundance and ease and elegant enjoyments? Not so. The best life, at least as I understand it, is the sort of life which will make it possible for every person to do that sort of work for which he is best fitted, to win from himself the maximum result of power and usefulness. And the scheme of education which has been outlined at these meetings seems to me well calculated to develop in this ideal direction, inasmuch as it does not merely aim to increase the class of skilled artisans but also to sift out those who are fit to be artisans and farmers, and to open to them opportuni-

ties to do well their work in life, and hence to glory in it and to derive from it the highest spiritual as well as mental and physical benefits.

A True Aristocracy

And a second condition which a true democracy must fulfill—in addition to the one just mentioned, viz., that everyone shall do the work for which he is best fitted—is that the best shall rule. What we need in this country is an aristocracy. There have been all sorts of aristocracies in this world—Greek, Venetian, English, etc. What we need in this country is a democratic aristocrary, one that shall not be founded on heredity but on merit; a plastic aristocracy, a house of aristocracy the gates of which shall be ever open, both those that lead into and those that lead out of it. Aristocracy is the rule of the best. What we need is that the best shall rule.

The South's Contribution

And here I have wondered whether the South cannot help us. There are some things, doubtless, which you can learn from other sections of our common country, but there are also some exceedingly fine things which, I take it, we can learn from you. And in this connection I have in mind not only the graces of manner and the social charms which delight, not only the splendid fiery oratory kindling the heart and bewitching the fancy, of which we have had such admirable examples here, not only the absence of commercialism, which I think is still a happy and conspicuous trait in the Southern attitude toward life, but I have in mind especially the tradition of a democratic aristocracy which still lingers amongst your people and which, if it can be broadened and adapted to the new social conditions, may form a most valuable aid in developing the idea of democratic aristocracy throughout our land. What I have in mind is that the New South shall not merely follow along the path which the North has taken, shall not merely be a late learner and imitator of models set up elsewhere; but that the best traits of the Old South taking on a new form shall be incorporated as a priceless and lasting constituent in our national ideal.

An Old Myth with a New Meaning

And now permit me one word more, Mr. Chairman. I have always had a lingering love for the old fairy tales—they are relics of an old, primeval world, and I have found much in their pretty symbolism that is capable of deeper meaning.

There is in particular one little fairy tale of which I am very fond—that in which we are told of an ardent young knight who set out on a hard and perilous quest. Stony paths must be trodden by him, a thorny hedge must be penetrated, monsters that barred the way must be slain before he could reach the enchanted palace and awaken the Sleeping Beauty from her dream. And I think that we of the North are engaged in a somewhat similar quest: we feel that there are stony paths to be trodden and difficulties to be overcome—yes, and Monsters of Prejudice to be slain, before we shall penetrate into the enchanted and enchanting palace of your entire confidence, of your full and perfect trust. But no difficulties can deter us, for we are bound to reach you, in order that we may awaken, or at least help to awaken, the dormant and unique excellences that lie still partly hidden in the soul of the South and wed them in perpetual union to all that is best and strongest in ourselves.

A WORD TO AND FOR THE TEACHERS

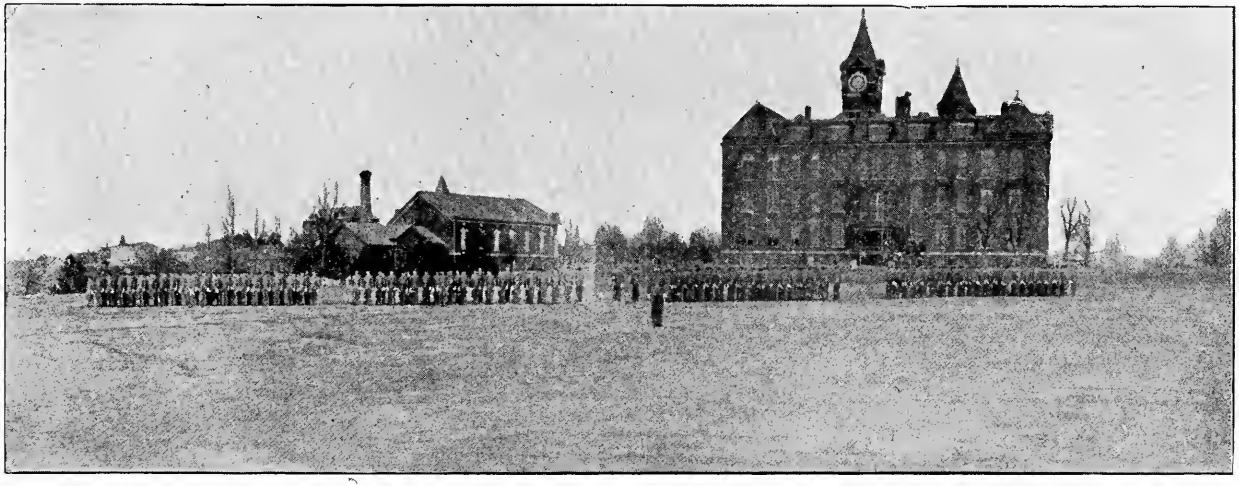
By JAMES E. RUSSELL, Dean of Teachers' College, Columbia University

A FRIEND of mine remarked in my hearing the other day that he had been called upon to speak in a great many places *once*. Inasmuch as I may not be asked to pass this way again I want to speak a few words to the teachers tonight.

The Reaction is the Teacher's Burden

We are, I think, in the beginning of one of the greatest educational movements that this country has ever seen. I doubt if there has been anything equal to it since the day, fifty years ago, when Horace Mann began his crusade in Massachusetts. But we teachers know well what the meaning of this is. We know that the enthusiasm engendered here will not last. We know that we must go back to our school-rooms and close the doors and take up our work anew. Then, in a measure, the world is shut out. We do not have the touch with our fellows that those in other professions have. The lawyer is constantly coming up against his equal and if he makes a mistake he knows it. If the physician makes a mistake he has the relatives of his patient to reckon with. If the preacher makes a mistake he feels it in his congregation. If the business man makes a mistake he is buried before he wakes up. We teachers may be absorbed in our work and interested in whatever we have to do, but the persons who are best qualified to criticise are in the next county or somewhere away from us, and we are left to carry the burden alone. Only those who know the isolation of the teacher's life, who understand what it means to be shut off from professional criticism and inspiration, can realize how great is the burden which the teacher bears.

We teachers have received the message that has been given here with fear and trembling, not only because we realize our own infirmities and shortcomings, but also because we know there



Corps of Cadets, at The Alabama Polytechnic Institute, Auburn.

will be a reaction some of these days. We know that industrial education, no matter how extensively carried on, when put in the schools will not always be successful, and that the mere proximity of a jack-knife and a piece of wood is not necessarily educative. No more is it educative than the chewing of a toothpick, unless there be something added to it. This manual training will fall as flat as any enterprise ever entered upon unless the teachers of this country put themselves to the task to do it well.

And before leaving this point I want to say this: that I think that the teachers in the South and in the North will carry this burden as well as they may be able, and with the help of this Association and other associations that must be formed we shall go forward and, doing from day to day the best we can, shall finally work out some lasting achievement.

How the Reaction Must be Met

There is an association in this State, the Georgia Federation of Women's Clubs, which deserves all credit for the work which it has inaugurated and carried on so successfully in Georgia. That model school over in Danielsville is a beacon light. When the reaction comes, that school and others like it which will some day be established, are the schools to which we shall look and say: "Here you will find represented that for which we stand; you must not judge us and the work we do by that which the poorest do; you must judge of our work by that which is done as it ought to be done, and if the public and these associations will help us we will see to it that similar work is put into every school that wants it and will support it."

This, then, is the final word that I wish to say, and I want to pledge to this Association, I want to pledge to each State in the South, I want to pledge to the States in the North and West, the heartiest and most earnest co-operation of the teachers—the teachers in the little schools that work alone and in the dark, as well as teachers in the best schools, the teachers everywhere that are earnest in their work, anxious to succeed, devoted to the interests of their children, and patriotic and loyal to a fault.

THE LARGER MEANING OF THE CONFERENCE

By JOHN GRAHAM BROOKS, of Cambridge, Mass.

THOUGH I belong to Massachusetts, I too have become an American. Really to see and to know one's country helps one into this larger citizenship. Thanks to Mr. Ogden, I have come three or four times into this charmed Southland of yours and always some new experience here gives me what I hope is a better patriotism. This time, as I stepped from the train at Richmond, I am glad that an impulse moved me to spend the two hours at my disposal in the great cemetery where 18,000 of your Confederate dead lie buried. I met there one of your scarred soldiers who had passed through the entire conflict. In conversation with me he said: "I used to hate your Lincoln, but I have come to know about him and I see that we have had three great men, Washington, Lee and Lincoln." As I returned to our train I repeated those words, Washington, Lee, Lincoln, and the names seemed to me to stand for a new and completer unity of national life.

More Fascinating than Europe

Let me repeat to you what I said a few days ago to a distinguished Frenchman who was visiting educational institutions in this country, Monsieur Mabbilleau, the Director of the Musée Social in Paris. He asked me if I was going to Europe this summer. "No," I answered, "I am going on a much more interesting journey." "But what can be more interesting than Europe?" he asked. I said, "Mr. Ogden's trip through the Southern States has a fascination that no European trip can equal." I then tried to describe the work to him, to tell him of the new faith and courage that we all derive from it. In this vast struggle to educate the democracy and to educate ourselves to believe in it, one needs above all things just the faith and courage which this Southern journey gives.

The Inspiring Note in this Southern Work

It is a sorry truth that much of the so-called higher culture seems to find a sort of pleasure in doubts and cynicism concerning the education of the democracy. There is no cure for this disease like that of coming South to see what is now actually doing among whites and blacks in the way of democratic training. The positive and creative character of this Southern work, its newness, its difficulties, yes, its very lack of material resources, all help to make it powerful against the blasé indifference that too often accompanies the traditional literary training. It is a delight to hear each year from some of the foremost Northern teachers how much genuine inspiration they get from these journeys. One of them said to me last year, "I get more here at Hampton and Tuskegee than from any other source."

The Test of an Educational Method

An educational method can have no complete and adequate test until it has long and thorough application to those social groups which have the greatest needs. This method, then, of industrial training that we are now applying to the negro, when it has been tried in the fire of this severe experience, will emerge all the fitter for the higher training too. To win achievements at the point of greatest difficulty is to win them more easily along the entire social line. These Southern journeyings help one to see and to feel these possibilities. It is in this new seeing and feeling that one gets an added confidence in an education from which the democracy shall at last come forth strong and self-controlled.

On the train between Boston and New York I met a citizen widely known among you and widely honored. He told me of a journey he had made to see that splendid citizen of your South, full of knightly chivalry, marking him as the kindly and perfect gentleman—Wade Hampton. After spending some days with him, and on his way to the station he met a darkey. I cannot imitate his speech, but my friend said to him: "Well, Sam," (it was after that crowd of carpet-baggers had been among you and you had had sense enough to clean the whole gang out) "Well, Sam, why have you put Wade Hampton in and turned the colored people out?" The darkey said: "Well, Massa, that's very simple, 'cause you can't put ignorance top ob 'telligence and have it stay

dar." What pains is it not worth to get even a little of this evidence that "ignorance top ob 'telligence" is going to have a more and more slippery time of it?

Thus I justify what I said to our French visitor that this whole stirring movement of Southern education, including white and black alike, has a charm with which, for many of us, Europe cannot compete.

Rear View of the University of Tennessee, from Across the Tennessee River

SIGNIFICANT UTTERANCES OF THE CONFERENCE

THE IMPORT OF THE CONFERENCE TO THE NATION

For the last three years, since first I began to know of the work of this Conference, I have looked upon its meetings from year to year as one of the greatest auguries for success in the line of education in the South. Not that the South lacked enterprise and enthusiasm in educational matters, it had both; but it needed outside reinforcement and hence I have looked upon these meetings as the most effective way of giving auxillary aid to educational work in the South. And this for the simple reason that the Conference has found the proper method of rendering assistance—a method of helping that develops self-help. For always the kind of help that does not lead to self-help is in the end an injury. The method of the Conference stimulates self-help, individuality and aspiration.

Again, this Conference, in its effort to put the means of education within the reach of every child, white and black, in this Southern section, is doing an incalculable service for the nation in that it is increasing the number of individuals capable of directive power. For the education to be given in these elementary schools of the South is the sort of an education that puts the individual in the way of growing and understanding, that shows him how to be active along the lines of the intellectual cleavage of the universe, that converts him into the combination-making man. And with this ability to make new combinations comes the ability to learn new trades. Persons with a good elementary education can learn, generally speaking, a new trade in three weeks, whereas to learn this same trade the illiterate person would require seven years.

Therefore it seems to me that everyone who loves his country and can take the far-reaching view must feel that this Conference

is doing more for the United States as a whole than any other one agency, because it is seeking to develop the directive powers of the individual and to furnish him with the ability to change his vocation, and when these ends shall have been accomplished we will have diversified our labor and enormously increased the nation's producing power.

It is, then, precisely because this Conference is employing the right means to bring about these desired ends that the greatest of hopes are centered in it, so that, as I have said, the most important business in the United States for the North as well as for the South is the movement this Conference is leading.—*William T. Harris, United States Commissioner of Education.*

EDUCATION IN UNIVERSAL BROTHERHOOD

The highest expression of the God-like in man is the love and sympathy man is permitted to express to his neighbor.

The neighborhood of this country is limited only by its boundaries. We are one people, with one mind and one heart.

Education is not for a section, education is for America. Education for Massachusetts, for Indiana, for Georgia, for all the people—for what? Is man educated for himself alone? Do you live for self alone? We are climbing to a leadership in the world. Let our education be not one of mind only, but the education also of the heart. May our leadership be based upon a broad spirit of humanity, upon the brotherhood of man. If we are to be great leaders, let us be broad enough and wise enough to take the small neighbor by the hand and lead him by intelligence and good intention to nobler and higher things. Let us lead him forward.

In this love of man for his neighbor is found the human expression of the love of God toward us. For the love of man is the sure index of the love of God and the love of God and of liberty is the sure index of the possibility of a great, well-rounded, well-equipped American people.—*Hugh H. Hanna, of Indiana.*

THE OUTLOOK IN TEXAS

I shall not take up your time to recite the facts showing the progress that Texas has made in this matter of education. I realize that she has some unusual opportunities: that she now

spends on her common schools three and a half millions of dollars out of the general revenue and one million more from local taxation; that she gives to her University $350,000 a year and to the Agricultural and Mechanical College nearly as much; that she has three white normal schools and one for negroes and an industrial school for girls—these things she has done excellently well, and these are but part of the showing.

I, perhaps, am an extremist as to what a community may do and should do in providing for education. I am a firm believer in the proposition that the largest possible expenditure is the wisest possible economy, and if we are going to arouse our people to an appreciation of the situation we must approach them from that point of view. Every great statesman has accepted the proposition that education is the foundation of liberty, and we must today accept the proposition that it is the basis of wealth. If we approach it from the point of view of wages we see that wages depend upon training, and training can best be received through the institution that society has developed to promote that training —the public school. And, finally, we in the South need to conform our theory of government to our everyday thinking and practice, and reject the proposition that the community which governs itself least governs best and substitute for it the proposition that the community is best governed which governs itself most. That state or commonwealth, then, enjoys the best government which most freely and liberally taxes itself for the support of its public schools.—*President Houston of the Agricultural and Mechanical College of Texas.*

THE EDUCATION THAT LIBERATES

When we began to believe that the education of the heart was as necessary as that of the mind, then we began to believe that the mind and hand working together harmoniously would quiet the conflict between capital and labor and harmonize conflicting claims between East, West, North and South, and make each section a stronger factor in the nation's life.

Everywhere we see the mind of the people turning toward industrial education and the training of those people who heretofore have been untrained, and everywhere educational institutions

are being established to meet this newly-felt need. We must have first of all leaders for this work, those who can guide intelligently, wisely and faithfully, and we need behind them the money necessary to carry it on. To all which work this Conference and the movement it represents will be an immense stimulus.

In listening to these discussions I have been reminded of the words of the Master when He gave to His disciples the gospel of the new life and said, "Take this, go forth and preach it to the generations to come." The country is now waiting for the gospel of the new education, its messengers must go forth with the word. In every district along the marshes of the Gulf and the lowlands of the Mississippi—everywhere in our fair State of Louisiana—are boys and girls anxiously and earnestly thirsting for the truth that shall make them free.

And in this connection I recall the story of the swan that had a nest beside the sea and the strange gosling came forth and they wondered that he was different from the others, and by and by a great bird came down from the mountains and touched the wings of what erstwhile was thought a gosling, and, lo! it soared away to the mountain heights—a North American eagle. Mr. President, everywhere in Louisiana there are boys and girls, lonely, athirst for light, needing only the touch of inspiring men to soar to the mountain heights of earnest, progressive, honest American citizenship.—*President Aswell of the Industrial Institute of the State of Louisiana.*

THE COMMON SCHOOL SYSTEM OF THE SOUTH

The common school should be the very best school that we have so far as it goes, instead of being the poorest school, as it is to-day in most of the Southern States. The majority of the people look to-day and must always look to that branch of the public school system for the preparation of their children for citizenship and for success in everyday life.

I want to see established in every Southern State a common school system commensurate with the necessities of the people of the State, a system that will carry common school advantages, absolutely free of cost, to every child, both rich and poor, white and black, eight months in the year.

And when we get such schools I want to see laws enacted compelling every man to send his children to school at least four or six months in each year. If it is the duty of the State to take the place of the parent in the education of the children, the State must be given the power to perform that duty, because duty and power to perform it always go hand in hand. Under such a system as that the parent who loves his child and his State would send his child to school. The parent who does not love his children or his State sufficiently well to send his children to school ought to be made by the law to do it.

The common school is, to-day, the weak point in Alabama's system of education. Within the past few years we have raised our school appropriations from $600,000 to $1,500,000. Alabama is appropriating for educational purposes fifty per cent. of all her revenues; but while our higher institutions of learning run nine months of the year, the common schools run only five or six months. This ought not to be. Effort must now be concentrated on upbuilding the schools of the people, for what the country needs above all things is that strength which would come from educated manhood and womanhood. We realize that whatever virtue or good is desired in our national life the seeds of it must first be planted in the common schools of the country.—*J. W. Abercrombie, State Superintendent of Public Instruction for Alabama.*

THE SOUTH'S THREE CLASSES

Our difficulties in Alabama, as in the South generally, arise from the fact that we have three classes of people to deal with. We have the colored people, who have had as yet but a little over one generation of free opportunity; we have the uneducated people of our own race, among whom illiteracy seems to perpetuate itself, and we have the more intelligent class upon whom has largely devolved the administration of affairs. There has not always been, nor is there now, that genial and free-hearted sympathy and community of interests between these classes that should exist, but I am glad to say that we can see the dawn of a brighter day.

The colored people are taking great interest in the matter of

education and are showing a capacity for improvement that was once denied them, and their educational leaders—be it said to their credit—are evincing a grasp of the situation and a magnanimity of spirit that command admiration.

The uneducated white people are a class that I feel the deepest sympathy for and the greatest interest in. They are of our own blood and race and are proving generally honest and generally virtuous. They are religious, but it is a religion that does not eliminate prejudice and hate. They are susceptible of the intensest degree of patriotism, but their patriotism is narrow, hardly patriotism in the sense of state patriotism, certainly it does not reach to a national patriotism. This class of our people is the class that calls most loudly for help.

A word in regard to the more intelligent class. They have inherited from the past ideas of individual independence. They have not always been convinced that taxation was a good thing, they have not always been in favor of public schools. This sentiment has to be overcome and the remedy is to unite our people, to create in them a willingness to tax themselves for the good of the whole people and the whole country.

Dr. Nicholas Murray Butler, reviewing the educational situation for the past year, says: "Education in the South turns largely upon the education of the colored people." This is true, Mr. President, but I want to supplement it by adding that it also turns largely upon the education of the uneducated white people. —*Dr. John Massey of Tuskegee, Alabama.*

MISSISSIPPI'S INCREASING COLORED POPULATION

We of Mississippi realize that while our percentage of illiteracy may not be as great as that of some other Southern States, still we have to contend with difficulties of the most serious character. Chief among these is our large colored population—a population that statistics show to be constantly on the increase. The census of 1890 gives South Carolina the greatest percentage of colored population; but now, according to the last census, it is Mississippi that shows the largest proportion, the percentage of colored population being about sixty.

The great burden of taxation falls, of course, upon the white

people of the State. We have been meeting the obligation of this burden, realizing that it was an obligation, and yet the indications are that the burden is going to become increasingly heavy to bear. The school fund, voted by the Legislature and raised by general taxation, is distributed in our State to the several counties in proportion to the number of children to be educated. From this has come a remarkable result, viz., that a few of the counties lying along the Mississippi, where the population is very dense—and it is a negro population—have had their school terms materially lengthened from the fact that they draw out from the state treasury more than they put into it, while on the other hand, the counties in the central part of the State—which are largely populated by white people and where the lands are old, worn out and nonproductive—receive from the state treasury less than they put in for public education. The only remedy for this state of affairs is local taxation, and to secure this we are directing our efforts. Several counties have already voted the local tax and thus materially lengthened the school term. Of course we shall continue the contribution made to those counties where the population is largely negro.

This large and increasing negro population is, as I have said, the gravest feature of the situation in Mississippi. But we are attempting to meet our difficulties as the other States in the South are meeting theirs. We of Mississippi are merely the sons of Georgia and North Carolina and South Carolina and Virginia, and we are trying to meet these problems in the same spirit in which they are so nobly met in these older States.—*Chancellor Robert B. Fulton of the University of Mississippi.*

INDUSTRIAL EDUCATION, THE HOPE OF THE SOUTH

There is, it seems to me, most urgent need of insistence upon the real practical value of education as a powerful factor for the economic welfare of the community, elevating as it does the standard of life, increasing invention, advancing wages and adding amazingly to the productiveness and material prosperity of the people.

And to promote these ends so devoutly to be wished, every energy should be used toward developing in our schools a system

of sound and sane industrial education. In this connection the words of two well-known Englishmen seem well worth pondering: Lord Brougham once said he hoped a time would come when every man in England would read Bacon; William Cobbett said he would be contented if a time came when every man in England would eat bacon. First and foremost, a man has to earn his living, and the light we want is the light to help us to work, and find food and clothes and lodging for ourselves. And the three R's, if no industrial training go along with them, are apt, as Miss Nightingale observes, to produce a fourth R—the R of Rascality.

Every boy born into the world should be put in the way of maintaining himself in honest independence. No education that does not make this its first aim is worth anything at all. The being able to do something is of infinitely more value than the ability to answer questions. More and more is it coming to be seen that the industrial hope of the South is in a wider dissemination of scientific, technical and manual education, in making universal, so far as may be, that knowledge of the forces of mechanics that will lead to the development and mastery of the material resources that still lie slumbering in the depths of our hills and fields and forests —this is the supreme need of our impoverished Southland.

And not only must we have this industrial skill at the top, we must have it all along the line. Not only do we need the expert Captain of Industry, but we need as well the trained man in the ranks, he too must have the disciplined intelligence that gives elasticity and alertness of mind which brings adaptability and power to get command of all new methods, new appliances and new labor-saving devices. It is this power, says our American Consul at Liverpool, that makes the average American two or three times more efficient than the average English workman.

It is no longer a question of debate or experimentation as to whether industrial education is the most practical and potent agency for the educational and economic development of the negro race. Certainly in our own State the justly famous Tuskegee Institute, and many smaller institutions established through its influence, furnish incontestable proof of the wholesome, elevating influence of this form of education upon the negro.

And equally desirable, I hold, is this industrial education for vast masses of our own white race. The trained hand and the trained eye our white children also must have, or gradually, but surely, will all forms of industrial occupation pass from their control. Again I say that the future development of the South depends upon industrial education.—*Professor C. C. Thach of the Alabama Polytechnic Institute, Auburn, Alabama.*

AN EDUCATIONAL QUARANTINE

We had in Virginia a couple of years ago about 670,000 children of school age. Of that number we had about 450,000 enrolled in the public schools, and of that number we had about 220,000 who were actually in daily attendance on the schools—a potentiality of 670,000 and an actual daily attendance of 220,000. There is less than one-third of the school population of the State of Virginia in the schools for five months in the year.

What will be the result of that in fifteen years? Oh, the man that has sent his child sits back and says, "That is dreadful, but you can't lay that to my door, my child is not in the wilderness, he is going to school, he is safe."

Is he safe? Safe! Ladies and gentlemen, smallpox itself is not more contagious than ignorance.

Here is a question in higher arithmetic that I will give you to think over: If one bad boy can destroy a whole neighborhood, how many can two-thirds of the neighborhood destroy? Or, if two-thirds of the community are in ignorance, where will the righteous third be?

It is like the story of those two doctors—you remember the discussion between them as to whether smallpox was contagious or infectious. It was a very learned discussion, and it had been going on for a long time. Finally they brought in an old brother, an old wool-hat fellow with a good heart and a sound head, and they agreed to leave it to him.

After the old man had heard the arguments on both sides, he said: "I have heard your arguments and have given them that due consideration which the authors of them are entitled to, and I must say that I am not acquainted with those two words you use —'contagious' and 'infectious'—but there is one thing I know about smallpox, and that is that the durned thing is ketching."

Now I don't care how the ignorant child is going to infect the neighborhood, whether by infection or contagion, but friends, you know and I know that "the durned thing is ketching." We are going to drive it out with a compulsory education law, we are going to vaccinate the children of the South and of the whole country with the virus of intelligence, and when that "takes," the scab may grow and it may hurt, but it is going to cure them of a worse disease.—*Henry St. George Tucker, of Lexington, Va., Field Agent of the Southern Education Board.*

THE DENOMINATIONAL COLLEGE AND POPULAR EDUCATION

Conditions are such in the Southern States as to make the denominational college a stronger factor in all that relates to popular education than it is in other parts of the Union.

With all the recent industrial changes the South is still a collection of agricultural communities, and must remain so for many generations. Now in the country districts the denominational sentiment is strong enough to determine the choice of a college. What the result of this is, the latest report of the United States Commission of Education clearly shows: In the South Atlantic States 60 per cent. of the students in colleges and universities are attending institutions controlled and supported by religious denominations; in the South Central States the proportion is more than 70 per cent.

The preponderating number of students in the denominational colleges evidences, then, that the college is an effective element in popular education. It is this because it is the head of a church system that uses all its machinery for active and persistent educational propaganda, a propaganda which is becoming less and less colored with sectarianism, a propaganda which has nothing to do with church doctrine and all to do with the larger question of human betterment through education—popular education.

We have no way of measuring the important results which must come from this bringing of the matter of education before the people with all the force and authority of the church. For not the least phase of the problem in the South is simply to get the question before the people, to enlighten them and to have them

think upon it. Among the masses there is a great inert, if not a positively hostile, force into which must be put the educational idea before they will pay taxes, build school-houses, or indeed send their children to school. The mission of the church is to set the leaven of this educational idea to working.

With more faith than material equipment the churches have, since the wreck of the Southern educational system by the war, been trying to keep alive educational ideals and offer in a limited way the means of higher education. Indeed, with the state institutions virtually closed there was a period when they were really the only resource for higher education in the South.

And their period of usefulness is not yet passed. So vitally connected as they are with the people and with all that concerns popular education, they cannot yet be spared in the struggle to build up educational conditions in the South.—*H. N. Snyder, Wofford College, Spartanburg, South Carolina.*

EDUCATION THE SUPREME NEED OF THE HOUR

It would be superfluous to speak in this presence of the necessity of an educated citizenship. I mean the education not of a part but of the whole, not of the children of one class, but of every class—an universal education. The student of economic and social conditions in the Southern States is bound to conclude that it is the supreme question of the hour. In it is involved the progress and the industrial independence of our people. Out of it will come the solution of the race problem. Through it we shall become more tolerant. By its light situations which are now dark and difficult of solution will be illumined and made clear. By it the existence of the demagogue and the self-seeker, who thrives upon untruth and ignorance, will be made more difficult. It has been said that ignorant people can be governed, but only educated people can govern themselves.

The remedy for the evils in our body politic lies in the creation of a healthful public sentiment. We must tell the people that it is unsafe to live in a community where the children are suffered to grow up in ignorance. We must tell them that while it is their duty to pay taxes for the protection of life and property and for the maintenance of the police powers of government, that

it is a still higher duty to tax themselves for the education of their children. We must declare that it is not a charity which they are bestowing, but that it is the inalienable right of every child to demand and to receive the benefits at least of an elementary education, and that mental and moral nurture and manual training are more important than all the other demands of youth. We must point out to them that the most profitable investment of the body politic, measured in dollars and cents, is the tax fund invested in the brains and capabilities of the children. We must bring home to them that recognition of duty and conception of truth are not alone essential, but that works must jusify the faith that is in them, that taxes must be levied and collected, and that wise and intelligent supervision of these public agencies of education must be maintained.

And it is to the young men of the South that this work must be entrusted. To them I bring a message full of hope and of promise. If they would enjoy the greatest happiness which comes to one in this world, that of doing good to their kind and contributing to the welfare of the State; if they would leave a heritage to their children of a life spent in the public weal; if they would win the highest of all encomiums—the approbation of an intelligent conscience and judgment—I bid them enter into this contest for the regeneration of the South. As for myself, I have thrown down the gauntlet and I expect as a humble private to fight in the ranks to the end.—*Hon. John H. Small, of North Carolina.*

AN EDUCATIONAL TRUST

In this day of trusts and combines let the work of this Conference be to improve the opportunity to organize the biggest and most comprehensive trust yet attempted—an educational trust, in which every child will be a stockholder and every human head will be a share of stock. When you do this you will have inaugurated a movement beside which will be insignificant the combines which have cornered both the land and the ocean, and which levy tribute on every morsel of food which enters the mouths of the hungry. There will be created in such a combination a storehouse of energy, backed by riches greater than Golconda's, and

which can be made to unfold to the eager world the priceless resources locked in the fertile bosom of the wealthiest undeveloped territory of God's green earth—an energy which will harness our rivers, start to pulsating as never before the beating arteries of our commerce; create new factories, inspire new enterprises, transform idleness into industry and touch with the magic wand of knowledge the source from which will spring an everflowing fountain of peace, contentment and prosperity.

When you shall have done this you may say of such work that by it the Almighty has answered the prayer of that noble and chivalrous old Confederate, Wade Hampton—the knightly chevalier of the old South, the ideal citizen of the new—whose eyes were so recently closed in death and whose last invocation, uttered as his soul was taking flight to the Great Beyond, was, "God bless all my people, white and black alike."

In so far as this movement disregards the color line, it calls for the united support and sympathy of all our people, and it will get it. That it already has both is demonstrated in the tribute paid to the work in hand by the presence of this typically representative gathering of Northern and Southern men and women, standing shoulder to shoulder in the effort to strike off the shackles if illiteracy wherever and upon whomsoever found, and to place in the hands of black and white alike the torch of universal education.—*Hon. Clark Howell, of Atlanta, Georgia.*

SOME LESSONS LEARNED AT THE CONFERENCE

In listening to the able addresses of the past three days I have been impressed with the emphasis laid on the economic side of education. It is perhaps not the highest aim of life to develop the resources of the country; but people are learning more and more that the economic virtues are at the basis of many others and that you can best make people temperate and pure if you first make them industrious and thrifty.

When I began to devote myself to political economy many people called it a dismal science. Some of us thought theology a dismal study, and in those days each often appeared dismal in the eyes of the other. The situation recalls the Western college which practiced co-education, and found the students put too

much emphasis on the *co* and too little on the *education.* The faculty accordingly adopted the following draconic rule: "No young gentleman shall walk home from prayer-meeting with a young lady unless they are both going in the same direction." We are all going in the same direction now. Theology and philanthropy are going hand in hand with political economy, and therefore neither is dismal, but all are joyful, courageous and full of hope for the future.

I want simply to add that, as the youngest member of Mr. Ogden's infant class, I came here not to instruct but to tell my experiences. They have been delightful and I have learned many things, but if from this Southern trip I had learned nothing else than what a Southern Memorial Day celebration really is I would have learned much. At the celebration this afternoon I heard from the orator of the occasion as high a note of patriotism as I have ever heard struck by a public speaker. It is easy to be patriotic when successful and prosperous. The difficult thing is to be patriotic when you are disappointed and misunderstood. And I shall go back from this meeting, because of the lesson from this Southern Memorial Day, with fresh inspiration, stronger courage and a renewed love of our common country.—*Professor W. H. Farnham, of Yale University.*

EDUCATION MEANS EVERYTHING

Dr. Albert Shaw, of New York, remarked that we had come to a time in the history of the country when education meant everything. "Why," he asked, "are we present here at Athens,—public men, business men, journalists, men of various affairs, as well as teachers and those engaged in educational work? Why, a few days ago, were many distinguished men assembled on Morningside Heights in New York? Incidentally, they were there to install a new president of Columbia University. Actually, they were there because they recognized the great part that an institution like Columbia is playing, and must more than ever play in the best life of the Nation. We are here at Athens, I take it, not so much to show interest in Southern education, as in the larger cause of education anywhere and everywhere throughout the country."

The speaker pointed out in a few sentences the great social and industrial transitions through which the country was passing, and held that the only safeguard for American institutions lay in the training of the individual citizen in character and in intelligence. So necessary was this task of training that the profession of teaching had come to be the most important of all, and in a sense other professions were auxiliary to it and were taking on an educational method and character. Thus, journalism, properly pursued, was helping the teacher to educate the community, the pulpit was doing the same, while the profession of medicine was training the people in the art of proper living, and the profession of law, to some extent at least, to the principles of justice between man and man and in the art of self-government. It was our business now to learn how to make the school the center of the life of the neighborhood, to adapt its work to conditions as they actually exist. The speaker showed how in the North the massing of population in the cities had made it necessary to deal with the problems of city life, and that the school question had largely resolved itself into the business of providing instruction and training for the children of the poor in the great towns. The South, on the other hand, being predominantly rural, the school question of greatest importance had to do with the improvement of the country schools for the sake of the regeneration of life in the farming districts.

Mr. Shaw, before closing, paused to say a few words about the occasion, it being the day set apart for services in memory of the Confederate dead. He paid a tribute to the Confederate leaders and soldiers, recalling the fact that the only biographical speech he had ever made in his life was twenty-five years before in a Northwestern college, where he had eulogized the character of a distinguished Georgian statesman, Alexander H. Stephens; and he spoke further about the great growth of appreciation in the North of the heroes of the Southern cause. Referring to certain gifts of money for Southern educational work which had been announced earlier in the day, Mr. Shaw held that the South by no means had its reasonable share of the funds which had been given to American colleges and universities out of the surplus wealth to which the resources of the whole country had contributed. Further

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than that, he reminded the audience that the South is paying from fifty to sixty millions a year to the national pension fund, comparatively little of which is returned to the South, the bulk of it being distributed in the Northern States. He held that the South had borne this great tax upon its resources with amazing patience and avoidance of open complaint. This fact furnished an additional reason of the clearest importance why the South should be generously supported in its educational work with whatever resources, public or private, were available for the promotion of the cause of education in America.

THE MEN OF THE MOUNTAINS

In all the broad reach of this land of the free there is no field so teeming with the possibilities of a clear-sighted, virile, well-balanced, glorious Americanism as that to be found in the romantic Appalachian country.

What of these men of the mountains? By their fruits ye shall know them. Have Americans forgotten how the riflemen of Morgan in twenty-one days marched from the mountains of Virginia to the environs of Boston and were there shoulder to shoulder with the minute-men of Lexington and Bunker Hill when Washington, under the elms of Cambridge, wheeled his horse and drew his sword to take command of the embattled farmers? Have we forgotten when Ferguson and his red-coats and Tories were ravaging the fields of the Carolinas how, through the gaps of the Blue Ridge, came the mountain men, like the fierce commandoes of Dewet and Botha, each riding his own horse and armed with his own rifle, and how at King's Mountain, assailing the cruel foemen on every side, they swept the wooded summits with their searching and devastating fire, pressing ever onward and upward until the royal standard fell and the Carolinas were free? Shall Americans, whether from the North or from the South, ever cease to remember that from this same mountain strain came that giant in mind and body, but child in heart—the martyred Lincoln? Thence also, uncertain whether born in North or in South Carolina, but claiming the latter as his birthplace when he proclaimed to its haughty chivalry, "The Union, by the Eternal, it shall be preserved!" came Old

Hickory—the hero of Horseshoe Bend and New Orleans. Not gentler than he was Launcelot to woman or child, but never man yet fiercer to his foe. Thence also came Sam Houston, wayward, many-wived, but with heart of gold and patriot to the core, whose resistless valor on the bloody sward of San Jacinto added to the flag of the freedman's home and hope the orb planetary which glistens for the Lone Star State.

Such are the types of that intrepid and vigorous stock which multiply amid the rugged grandeur of these Southern mountains. And still the husbandman of the mind does not bind up his sheaves there nor yet the gleaner fill his bosom. Oh, what a harvest to be planted and ripened!

On San Jacinto the captured Santa Anna inquired of Houston how it was that with a force so small the American could win so complete a victory. Drawing from his pocket an ear of corn the President of the Republic of Texas exclaimed, "When patriots fight on such rations as this they are unconquerable." And afterwards the veterans of Houston begged of him the grains of that famous ear, and to this good hour, from the rich bottoms and broad prairies of Texas, millions of bushels of golden grain are gathered from the seed then sown.

Sir, may the labors of this unselfish and ennobling body, under the providence of God, fructify and bear fruit like the corn of San Jacinto.—*Judge Emory Speer, of Georgia.*

IMPRESSIONS OF THE CONFERENCE

I shall take away from here some very distinct impressions. It has been said that in fighting this battle for education we are fighting the battle of liberty for the children, and it flashed across my mind at that time that those words might, perhaps, admit of an even broader interpretation, there came to my mind, naturally, the words of our Declaration of Independence, "The right to life, liberty and the pursuit of happiness," and it seems to me that this is a fight for all of those inalienable rights. It is a fight for life itself, for what is life when it is death in life?

I shall also take away with me an impression of the hopefulness of this movement. I felt somewhat gloomy as I listened to some of the comparisons with reference to illiteracy, but then it

occurred to me that this illiteracy might be compared to the stagnant pool, breeding malaria and disease; but the pool, when drained and allowed to flow down the hillside, is purified by God's sunshine, and becomes a source of joy in the valleys below. So these children if left illiterate may stagnate and become dangerous and malignant to the country's health, but if they are brought within the influence of God's sunshine of education they may become a rich source of strength and usefulness in the nation's life.

Then there is another impression that I have received and it is this: I think that to many of us the chief value of this most stimulating of Conferences has been the contagious influence of personal enthusiasm, the impress of the personality of the leaders in this work, the evident earnestness and tremendous moral force that is behind this movement. We have splendid generals and splendid colonels, what we must have now is splendid privates. I remember to have read a story of how in olden times, in Scotland when danger threatened the clans, a messenger was sent out to give the alarm with a torch of fire that he carried from hill to hill to arouse the people. That torch has been kindled here. It must be taken up and carried into Tennessee and Alabama and Florida, to every point of the compass. Willing volunteers must come and do this work. It seems to me that there is nothing so inspiring to the young manhood and womanhood of our South as the opportunity to take up this work which I think we all know is the most important work that has been undertaken for many, many years, and that promises the greatest good to this dear country that we so love.

Many should come forward to stand as volunteers under this banner on which are written the words: "Our country and its children"—a banner under which all of our great leaders could have enlisted, a banner under which could have stood Robert E. Lee, who crowned the last years of his life by his devotion to the education of the young men of this country, a banner under which could have stood Abraham Lincoln, who loved the people and all the people, but who, perhaps, held in most tender affection that class for whom we are working, the plain people.—*Edward T. Sanford, of Tennessee.*

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